Safety Guidelines

for Physical Activity in Alberta Schools

© Revised October 2003

ACKNOWLEDGMENT

This document is produced by the Alberta Centre for Injury Control & Research (ACICR) with the assistance of Schools Come Alive (a special project of HPEC), Alberta Health and Wellness, Alberta Community Development, Alberta Learning, Alberta Schools' Athletic Association (ASAA), Sport Medicine Council of Alberta (SMCA), Alberta Coalition for School Health (ACSH), KIDSAFE Connection – Stollery Children's Hospital, and the Health & Physical Education Council of the Alberta Teachers' Association.

We would like to thank the guidelines advisory committee for their dedication and hard work. Their considerable effort reflects a sincere concern for student safety in physical education.

Thank you to the Ontario Physical and Health Education Association (OPHEA) for allowing us to adapt and modify their document: *Physical Education: Ontario Safety Guidelines, Elementary and Secondary Curricular Guidelines*, 1997.

Thank you also to the many school administrators, health professionals, provincial sport and recreation associations, community members and teachers who have contributed to, and supported this initiative.

Permission is hereby granted to reproduce this document. Please note, reproduction must include all sections of the document. Partial reproduction is prohibited. Prior to utilizing the activity sections, it is imperative that the users of this document read and comprehend the significance of each including the disclaimer, intent of guidelines, impact and scope, legal liability and safety considerations, equipment/facility considerations, transportation, accident/injury procedures, student responsibility, K-12 Physical Education Programs in Alberta Schools, instructional considerations prior to implementing any of the activity sections.

Inquiries can be addressed to:

Alberta Centre for Injury Control & Research
University of Alberta, 4075 RTF, 8308 – 114 Street
Edmonton, Alberta, Canada, T6G 2V1
- phone (780) 492-6019
- fax (780) 492-7154
- e-mail: acicr@ualberta.ca
- See also the ACICR web site: www.med.ualberta.ca/acicr.

Funding for this project was provided by the Alberta Sport, Recreation, Parks and Wildlife Foundation.

Revised edition © October 2003

ISBN 0-9699567-6-2

Disclaimer

These guidelines have been developed to assist school authorities in their formulation of site-specific safety guidelines for physical activity in Alberta schools. Implementation of safety guidelines should in all cases be preceded by a close review of these guidelines and appropriate modification on the part of each school authority in order to meet the specific requirements and circumstances of their respective school programs.

Each school authority assumes the risks associated with the implementation and customizing of the safety guidelines. The editors and sponsoring partners make no representations or warranties, either expressed or implied as to any matter including the condition, quality or freedom from error of the safety guidelines. Each school authority assumes the risk of defects or inaccuracies in the guidelines as supplied by the editors and sponsoring partners and the editors and sponsoring partners will have no liability, consequential damages, special damages, punitive damages or otherwise which might arise from the use by the school authorities of the safety guidelines.

105-07350/

TABLE OF CONTENTS

Introduction

Acknowledgments 1
Disclaimer 1
Table of Contents 2
Intent of the Guidelines 4
Legal Liability and safety Considerations 5
Equipment/Facilities Considerations 7
Transportation 8
Accident/Injury Procedures 9
Student Responsibilities 11
K-12 Physical Education Programs in Alberta Schools 11
Instructional Considerations 12

Activities

Aquatics 18
Archery 19
Badminton 20
Ball Hockey, Cosom Hockey 20
Baseball 21
Basketball, Bordenball, Endball, Benchball, Netball 21
Bench and Chair Activities 22
Bowling 23
Broomball 24
Cricket, Cricket Variations 25
Cross-Country Running 26
Cross-Country Skiing, Snowshoeing 27
Curling 29
Cycling 30
Dance, Rhythmic Gymnastics 31
Diving 32
Dodgeball Games, Tag Games 33
Field Hockey 34
Fitness Activities 35
Floor hockey 36
Football Flag/Touch 37
Golf 38
Gymnastics – General Procedures 39
Gymnastics – Climbers/Trestles 41
Gymnastics – Climbing Ropes 42
Gymnastics – Parallel Bars, Still Rings, Balance Beam, Uneven Parallel Bars, High Bar, Floor, Pommel Horse, Vaulting 43
Gymnastics – Beat Board 45
Gymnastics – Box Horse 46
Horseback Riding 47
Ice Hockey 48
Initiative Tasks 49
In-line Skating, Skateboarding 49
Kinball, Omniball 51
Lacrosse (Inter-Lacrosse) 52
Martial Arts (Self-Defense) 53
Orienteering 54
Outdoor Education – General Procedures 55
Outdoor Education – Backpacking and Dayhiking 57
Outdoor Education – Camping 59
Outdoor Education – Canoeing 61
Outdoor Education – Voyageur Canoeing 63
Outdoor Education – Voyageur Tripping 64
Outdoor Education – Canoe Tripping, Flatwater/Moving Water 66
Outdoor Education – Flat Water Kayaking 69
Outdoor Education – Lake Swimming 71
Outdoor Education – Rock Climbing, Rope and Fixed Face Climbs, Rappel Towers 73
Outdoor Education – Sailing 75
Outdoor education – Winter Tent Camping 76
Parachute Games 77
Racquet Games (Court) – Racquetball, Paddleball, Handball, Squash 78
Racquet Games (Net) – Tennis, Badminton, Pickleball, Paddleball 79
Ringette (Ice) 80
Rugby (Non-Contact) 81
Scoopball 82
Scooterboards 83
Skating (Ice) 84
Skiing (Alpine), Snowboarding 85
Skipping (Rope) 86
Soccer, Soccer-Baseball, Crab Soccer 87
Softball, T-ball 88
Table Tennis 89
Team Handball, Tchoukball 90
Tetherball 91
Tobogganing 92
Triathlon 93
Track and Field – Discus 94
Track and Field – High Jump 95
Track and Field – Hurdles 96
Track and Field – Javelin 97
Track and Field – Pole Vault 98
Track and Field – Shot Put 98
Track and Field – Athletics 99
Track and Field – Triple Jump, long Jump 100
Ultimate Frisbee 101
Volleyball, Newcombe Ball, Beach Volleyball 102
Wall Climbing 103
Waterpolo 104

TABLE OF CONTENTS CONTINUED

Weight Training 105
Windsurfing 106
Wrestling 107

Appendices

Appendix A – Sample Letter to Parents/Guardians 109
Appendix B – First Aid Kit Contents 112
Appendix C – Emergency Action Plan 113
Appendix D – K-12 Physical Education Program of Studies 116
Appendix E – Safety in Activity Rooms 121
Appendix F – Safety Check List for Gymnasium Facilities 122
Appendix G – Sample Accident/Injury Reporting Form 127
Appendix H – Playground Safety Resources 129
Appendix I – Sample Transportation Policy and Forms 132
Appendix J – Sample Outdoor Education Trip Route Card 135
Appendix K – Outdoor Education Trip Resources 136
Appendix L – Community Resources 137
Appendix M – Provincial Sport & Recreation Associations 139
Appendix N – Universal Precautions re: Blood & Bodily Fluids 141
Appendix O – Physical Education Curriculum Glossary 142
Index 149

Intent of the Guidelines

for Developing Safety Policy for Physical Activity in Alberta Schools

The intent of the ***Safety Guidelines for Physical Activity in Alberta Schools*** is to focus teacher attention on safe instructional practices in order to minimize inherent risk. Well-planned physical activity programs reduce the frequency and severity of injuries. By implementing safe instructional practices, such as use of logical teaching progressions, as well as the inclusion of developmentally appropriate activities in program preparations, planning and daily teaching, the teacher guards against foreseeable risks. A guideline alone does not eliminate risk regardless of how well it is written or how effectively it is implemented. Safety awareness, based on up-to-date information, common sense observation, the teacher's ability to maintain a safe learning environment, action and foresight are keys to safe programming.

All activities, regardless of complexity or simplicity of the action, have an inherent level of risk. Variable factors such as skill level, previous experience of the students and teacher, weather conditions, facilities, and available equipment may all affect the level of risk of any activity.

The outcomes for the K-12 physical education program of studies are prescribed. In addressing student learning outcomes of the prescribed curriculum, teachers may select activities that they consider most appropriate. No single activity is compulsory or required in schools.

These guidelines have been developed for teachers to use in activity room situations. The intent and scope may be applied to alternative activity times, such as recess, intramural and lunch hour supervision. They are NOT intended to circumvent or replace existing regulations sanctioned by provincial and national sporting organizations relative to extracurricular activities.

This document is intended to encourage school authorities* to develop policies, and schools to develop plans and procedures, for the safety and security of their students. The recommendations put forth here should be considered within the overall context of the school authority's responsibilities for providing a safe, clean and healthy physical environment for students.

* *School authorities means school boards or funded accredited private schools, charter schools and private Early Childhood Services operators.*

School authorities should consult with district administrators, school staff, teachers and insurance companies to review current policies regarding safety guidelines for physical activity in Alberta schools. The protective value of safety policies is important to the development of safe programming. School authorities should ensure that they have clearly stated their expectations of superintendents and principals so that:

- Certified first aid and CPR support is accessible to all supervisory and teaching staff.
- Adequate and appropriate supervision is provided.
- Inspection procedures and schedules are developed for all physical activity facilities, including playing surfaces, playgrounds and major equipment (see Appendices F and H).
- Schools have procedures in place to address emergency medical needs of students (see Appendix C).
- The onus is on parents to provide designated school personnel with adequate information about the special medical needs of their children.
- Roles and responsibilities of school authorities, principals, teachers and support staff are well defined relative to providing a safe, clean and healthy physical environment for students.
- Safety policies are adopted relative to transportation, field trips, the various physical education dimensions, first aid qualifications of staff and administering of medications.
- A designate can be authorized to act on behalf of the principal.

Legal Liability and Safety Considerations

Anyone who participates in physical activity is exposed to some risk of injury. From a legal liability perspective, in order for a person to be found negligent, or legally liable, for injury to another, the following elements must be present:

1. A duty of care must be owed – in the case of teachers and students, this duty is presumed to exist because teachers are entrusted with the care of students.
2. The duty must be breached – the duty of care owed by a teacher to a student is breached if the teacher does not provide a standard of care that a reasonable person would expect under the circumstances to protect a student from injury. Teachers are expected to use the same amount of caution that a careful or prudent parent would display in the care of their own children. This is an objective standard of care against which a teacher's conduct will be measured.
3. There must be damages/injury resulting from the breach of duty – a teacher will not be found negligent unless it is established that:

a.) There are damages which, in law, includes both physical injury and economic loss,
b.) The factual cause of the damages was failure on the part of the teacher to provide the standard of care that a reasonable person would expect under the circumstances, and
c.) The damages were reasonably foreseeable.

To ensure they are not exposing students to unreasonable risk of injury, and themselves to legal liability for negligence, teachers should be able to respond positively to the following questions. If teachers can say that they are taking the following precautions, they will be providing the standard of care owed to their students to protect them from unreasonable risk of injury, and accordingly, it is unlikely they will be found negligent for failing to provide reasonable care.

- Is the activity suitable to the age, mental and physical condition of the participant(s)?
- Have the participants been progressively taught and coached to perform the activity properly and to avoid the dangers inherent in the activity? Do daybook and lesson plans indicate this?
- Is the equipment adequate and suitably arranged?
- Is the activity being supervised properly for the inherent risk involved?

Equipment/ Facilities Considerations

- Teachers should do a pre-activity check of the facilities and equipment. This may be done visually or recorded on a checklist (see Appendix F and H). The minimum requirement is a pre-use visual check. Hazards should be identified and removed. Potentially dangerous and immovable objects, e.g., goal posts, protruding stage, should be brought to the attention of students and administration. If a facility/equipment hazard exists, steps should be taken to report it and, either fix it or discontinue use. All equipment should be checked regularly to ensure it is in proper working order. Students should be encouraged to report equipment or facility problems to teachers.
- School authorities should give consideration to development of long-range facility and playing field maintenance plans.
- Equipment/furniture hazardous to the activity should not be stored around the perimeter of the gymnasium or any other large indoor room used for physical activity.
- For all indoor activities, walls and stages should not be used for finish lines. A line or pylon should be designated in advance of the wall. Teaching correct turning and stopping technique is essential. Foreseeable risks must be identified and precautions taken to minimize them. For safety precautions when using in-school non-gymnasium areas, e.g., concourses,

hallways, activity rooms, stages, for gymnasium activities, see Appendix E.

- Playing fields should be free from hazards, e.g., holes, glass and rocks. Severely uneven surfaces should be brought to the attention of the students, the principal or designate and the teacher (where appropriate) and modifications made if necessary. There should be sufficient turf for proper traction and impact absorption, e.g., to prevent an accidental trip or fall. Other facilities that are used should conform to safety standards and be free from hazards, e.g., pools, arenas. Concerns about potentially dangerous situations should be reported to appropriate authorities.
- When using any equipment not described in this document, care must be taken to ensure it is safe for use and does not show signs of deterioration, e.g., no sharp edges, cracks or splinters. It is essential to determine that the size and mass of the equipment is appropriate to the size and strength of the student(s). This equipment should be used only in the manner it was intended and teachers should be aware of the equipment's purpose, its proper operation, and any manufacturer warnings with respect to improper use.
- All students should be required to use protective equipment as necessary. Protective equipment should be CSA approved (where applicable), appropriate for the activity and suitably sized; instruction related to eye protection is recommended for all sports; and dental protection should be considered for contact sports.
- If students are permitted to bring their own equipment (e.g., skis, inline skates) teachers, students and parents should ensure that the equipment is in proper working order and suitable for personal use.

Transportation

- When walking/biking students to or from an off-site venue, a policy should be developed to ensure all students are properly supervised, and instruction related to road safety is provided.
- Many different situations may arise involving the transportation of students for activities away from the school. Teachers should be aware of school board policy regarding transportation. It is important that parents are made aware of the mode of transportation and student expectations. The means and frequency of communication required should be established with the school principal. A signed parent/guardian acknowledgment/permission form must be received from each participant. The form should contain details of the activity, its inherent risks and the level of supervision that will be provided. Students who do not return signed forms should remain in the school in an alternative assignment.

- Consideration must also be given to informing parents of activities which take students off the immediate school property, where transportation is not required, e.g., cross country running. Refer to individual school board policy and field trip procedures regarding the need for parent/guardian consent (see Appendix A).
- Injuries can occur while traveling to, from or between activity sites. To ensure that the insurable risks are appropriately covered by the school board's and/or driver's insurance company, the following checklist should be completed prior to departure:
  - ☐ When securing a vehicle or chartered public transport, check that the employer has third party vehicle liability insurance covering the intended drivers.
  - ☐ Teachers/volunteers, parents or students should not transport other passengers on school related trips unless they carry at least $1 million vehicle liability. Drivers should notify their insurance agents of their intention to transport students, especially if the driving is to be done on a regular basis.
  - ☐ Ensure drivers are appropriately licensed for the vehicle(s) and number of passengers involved.
  - ☐ Ensure the vehicle has been checked for appropriate operating condition, e.g., lights, tires, brakes, and fluids.
  - ☐ Ensure that participants are properly seated in the vehicle and seat belts are used when available. Ensure all rules as set out in current provincial legislation are adhered to.
  - ☐ Ensure proper storage of gear.
  - ☐ Establish and maintain safety procedures for all vehicles, including safety education, loading and unloading, seating supervision and emergency procedures.
  - ☐ Establish and maintain procedures for students using their own vehicles to attend physical education or interscholastic activities, and parents driving students to various activities.
  - ☐ For winter use, be confident that the vehicle will start in cold weather, or establish a backup plan.
  - ☐ Check for winter driving conditions and check that proposed winter travel routes are plowed on a regular basis or that you can have them cleared for your purposes.
  - ☐ Park well out of the way of through traffic, and back into parking spots. This reduces the likelihood of becoming trapped or stuck due to snow or muddy conditions.
  - ☐ If a number of vehicles are being used, make sure each driver has a road or sketch map and time schedule of the intended rendezvous point(s).
  - ☐ See sample Transportation Policy Form (Appendix J).

Accident/Injury Procedures

- All school authorities should have a policy outlining procedures in case of an accident, injury or incident. Each school administrator should have:
  - ☐ A set of written school safety rules.
  - ☐ A first aid kit accessible to all staff and volunteers. This should be fully stocked and checked on a regular basis (see Appendix B).
  - ☐ Forms to be used by teachers when reporting an injury (see Appendix G).
  - ☐ Emergency procedures posted in the gymnasium and by the nearest phone (see Appendix C).
- Accident/Injury/Incident Report forms may report only medically treated injuries or all accidents, near accidents and equipment problems. Forms are generally designed to collect information and facilitate the investigation of accidents or injury.
- A well-designed and properly completed report form can be valuable in clarifying certain aspects of an accident or injury when legal liability is in question. The form can be used as evidence in the event of a lawsuit.
- Foreseeable incidents should be considered in advance, e.g., an epi-pen should be available on-site whenever a student subject to allergies is attending.
- Staff should have written instructions regarding accident, injury or incident reporting and follow-up procedures (see Appendix G).
- A fully stocked first aid kit should be readily accessible to the gymnasium (see Appendix B). When activities are offered off-campus, an appropriate portable first aid kit must be readily accessible. An emergency action plan to deal with accidents, injuries or incidents in physical education must be developed in all schools (see Appendix C).
- Current legislation in Alberta dictates that the following acts, rights and policies will be adhered to at the school level:
  - ☐ *Alberta School Act*
  - ☐ *Human Rights, Citizenship and Multiculturalism Act*
  - ☐ *Emergency Medical Aid Act*
  - ☐ *Fire Prevention Act*
  - ☐ *Occupational Health and Safety Act*
  - ☐ WHMIS
  - ☐ *Worker's Compensation Act* (off-campus education)
  - ☐ *Motor Transport Act*
  - ☐ *Motor Vehicle Administration Act*
  - ☐ *Young Offenders Act*
  - ☐ *Child Welfare Act*
  - ☐ *Freedom of Information and Protection of Privacy Act (FOIPP)*
  - ☐ *Alberta Bill of Rights.*

- School authorities should have policies in place to address student safety in the following areas:
  - ☐ fire drills
  - ☐ bomb threats
  - ☐ inclement weather
  - ☐ medical treatment of the medically fragile
  - ☐ emergency medical treatment of students
  - ☐ student conduct on school buses
  - ☐ field trips
  - ☐ transportation in private vehicles
  - ☐ supervision of students during school activities, extracurricular activities, during recesses and school authorized transportation
  - ☐ school bus safety precautions
  - ☐ maintenance of school buildings and grounds
  - ☐ community use of school facilities--so that hazards are not left after facility use
  - ☐ emergency measures and equipment
  - ☐ student conduct
  - ☐ student dress, especially for dangerous activities, such as working in laboratories and with machinery
  - ☐ off-campus education programs
  - ☐ inspection policies for equipment.

Student Responsibility

Students should learn to behave in ways that show respect for the safety and well-being of both themselves and others; they need to "actively participate" to benefit from instruction.

Section 12 *of the Alberta School Act, Statutes of Alberta,* 2000, *Chapter S-3.1 as amended states that, "A student shall conduct himself so as to reasonably comply with the following code of conduct:*
(a) be diligent in pursuing his studies;
(b) attend school regularly and punctually;
(c) co-operate fully with everyone authorized by the board to provide education programs and other services;
(d) comply with the rules of the school;
(e) account to his teachers for his conduct;
(f) respect the rights of others."

Inappropriate behaviour

The use of alcohol and the non-medical use of drugs must be viewed as safety hazards and are forbidden at all times. This prohibition extends to all school activities whether they take place inside the school or off school property.

K-12 Physical Education Programs in Alberta Schools

Alberta Education Kindergarten to Grade 12 Physical Education Program of Studies (2000) pages 2-3 states that:

"Students will meet the aim of the physical education program and lead an active, healthy lifestyle if they have developed a desire to participate continually in physical activity and experience programs that address the prescribed outcomes. This can *only be achieved* in activity rooms where students are *emotionally and physically safe, the climate is positive and a variety of skill-building experiences are provided that are socially, emotionally, intellectually and physically developmentally appropriate."*

The purpose of this guide is to provide teachers with safety guidelines related to physical activity. Many of these activities may occur in the physical education program.

The physical education program identifies four general student learning outcomes (see Appendix D). Whatever general outcome is being addressed, or whatever activity is being offered, the safety of students must be ensured in all aspects of program delivery as is evident from the statement above found in the program of studies.

School authorities and their staff will make decisions about what activities to present so students can achieve the outcomes. The curriculum does not prescribe what specific activities should be offered. It does, however, prescribe that a variety of experiences in the following dimensions be offered:

- Alternative environments

Types of gymnastics

- Dance
- Games
- Individual activities.

Any activity that teachers choose to provide will be the "vehicle" through which the outcomes can be achieved. Choosing activities to provide should be based on teacher expertise, student needs and school resources. The curriculum also states that activities chosen should be suitable for the developmental readiness of children, i.e., emotionally, socially, physically and intellectually. The activities identified in this guide could provide a variety of experiences for children.

If there is a question of safety in relation to providing any activity, e.g., horseback riding, outdoor education activities, skiing, snowboarding, tobogganing, wall climbing, teachers should check with their principal and/or school district administration prior to introducing the activity. Special consideration should be given to identifying and minimizing foreseeable risks not mentioned in this document.

Alberta Learning has stated that aerial saltos (somersaults) are not recommended practices in the school setting. It is also recommended that trampolines not be used as equipment resources in schools.

Teachers are responsible for assisting students in achieving the general and specific outcomes identified in the program of studies. Some of the specific outcomes focus on student responsibility in relation to safety and personal challenge. These are identified in the program of studies (see Appendix D). As these outcomes are achieved, they will assist in creating a safe learning environment. School authorities and teachers are ultimately responsible for ensuring the environment is safe.

Instructional Considerations

- Teachers should establish routines, rules of acceptable behaviour and student responsibility at the beginning of the year. These must be reinforced at all times throughout the year and, if the teacher observes unsafe behaviour, he/she must immediately stop the activity, provide corrective instruction and warn students not to perform that activity. Teachers should be vigilant to prevent one student from pressuring another into trying skills or activities for which he/she is not ready. When a student verbally or non-verbally displays hesitation, the teacher should discuss the reason(s) for doubt. If the teacher believes that a potential hesitancy during the skill could put the student at risk, the student should be directed toward a less advanced skill.

- Before providing skills instruction, teachers should outline possible risks of the activity and ensure students understand inherent dangers and demonstrate how to minimize the risks.
- Plan lessons to allow for students' gradual progress and skill development; stress importance of rules and regulations promoting safety in all activities; and emphasize a progressive manner of teaching which may include lead-up games, modification of rules to accommodate ability/age/physical development and available equipment.
- Teachers should maintain records of lesson and unit plans to demonstrate that safe progressions have been taught. Check with School Authority for their recommendation regarding the length of time records should be kept.
- At the beginning of each term, teachers need to make themselves aware of the medical background and physical limitations of their students. Onus should be on parents to provide teachers and their children's bus drivers with necessary medical information. This includes, but is not limited to, knowledge of students with heart disorders, asthma, epilepsy, diabetes or severe allergies. Each school should develop a process by which medical information is made available to and for teachers (see Appendix A).

- Teachers should inform their students of the locations of fire alarms, fire exits and alternative routes from the gymnasium or activity station.
- Students should wear appropriate clothing and shoes for physical education activities. Socks are inappropriate footwear. Most schools recommend that students do not wear jeans or shorts with zippers. Shorts or sweat pants, without pockets, and T-shirts are examples of appropriate clothing. Some ill-fitting clothing, scarves, draw-strings, jewelry, hard-soled shoes and stocking feet can inhibit movement and possibly cause injury during active movement. Where cultural dress presents a safety concern, modifications to the activity should be considered.
- Students should be made aware of the rules of activities or games. It is the duty of the teacher to ensure that his/her instructions are clear, direct and understood by all students. Rules must be enforced and modified to suit the age and physical ability of the participants.
- Substitute teachers may be placed into unfamiliar surroundings and in charge of students whose specific skills and limitations are unfamiliar to them. It is therefore recommended that student activities, when under the supervision of a substitute teacher, be limited to those where the risk of injury is low and individual skill levels are not a risk factor. Games and activities should be based on skills that have been taught. The Safety Guidelines sheet for the activity should be included with the lesson plan, and substitute teachers should be aware of restrictions and modifications for students with
  health or behavioural problems. Substitute teachers should be informed of the whereabouts of a contact teacher or administrator in case of an emergency.
- Student teachers should not be left to teach an activity alone until the supervisory teacher or principal is confident that the activity will be conducted safely.
- Teachers should stay current with respect to safe exercise techniques.
- All activity sessions should include appropriate warm-ups and cool-downs.
- Skills should be taught in proper progression. Refer to skill progression resources, such as the Alberta Learning authorized resources listed in the Learning Resources Centre.

- Before involving students in strenuous outdoor activity, teachers need to take into consideration the temperature, wind chill factors and sun protection, previous training, length of time the students will be vigorously active and proper hydration.
- Teachers should modify activities involving students with disabilities to address safety issues of all participants.
- For physical education activities, it is recommended that jewelry not be worn. Jewelry that cannot be removed, and presents a safety concern, should be taped.
- Parents/guardians must be made aware of safety precautions regarding eyeglasses for some activities, including an eyeglass strap and/or shatterproof glass or removal of glasses, if vision is adequate (see Appendix A).
- Many activities address the issue of body contact, stick on body contact, and stick on stick contact. To promote a common understanding of the term, this document views contact as *intentional contact with the purpose of gaining advantage in the specified activity.*

Supervision

Supervision is defined as the overseeing of an activity for regulation or direction. All equipment, facilities and activities have inherent risks, but the more effectively they are supervised and maintained, the safer they become.

- Students should be made aware that use of the equipment and gymnasium are prohibited without appropriate supervision. Deterrents should be in place, e.g., locked doors, sign on doors indicating that students are not to use the gymnasium unless supervised, staff scheduled and present in an adjoining physical education office and able to see if students enter the gymnasium without authorization.
- Any use of a facility should be supervised. These guidelines designate three categories of supervision: "Constant visual", "On-site" and "In-the-area". These categories are based on principles of general and specific supervision, taking into consideration the risk level of the activity, skill level of the participant and maturity of the participant.
- When sending students out of the gymnasium as a disciplinary procedure, teachers should ensure that the students proceed to a supervised location.

- "Constant visual" supervision means that the teacher is physically present and watching the specific activity in question. "On-site" supervision entails teacher presence but not necessarily the constant viewing of one specific activity. "In-the-area" supervision means that the teacher could be in the gymnasium while another activity is taking place in an area nearby the gymnasium.

Examples of "Constant visual" supervision:

- *High Jump*: teacher is at the high jump area and is observing the specific activity.
- *Box Horse*: teacher is observing a box horse station while simultaneously observing other lower risk gymnastic stations.
- *Camping Trip*: teacher in direct supervision of students using a Swede saw.

Examples of "On-site" supervision:

- *Relay Passing*: students are practicing on the track and can be seen by the teacher who is with the high jumpers.
- *Fire Building (Camping skills)*: teacher can view students building their fires in the vicinity.

Examples of "In-the-area" supervision:

- *Distance Running*: students are running around the school grounds and at times may be out of sight.
- *Table Tennis*: students are playing table tennis in a space adjacent to the gymnasium and the teacher can view both facilities easily, but not simultaneously.
- *Camping Trip*: students are cooking and preparing their food at individual sites nearby, but not visible to teacher all the time.

Playground Supervision

The principal is responsible for ensuring playground supervision is adequate during school hours. This may be delegated to other staff including responsible volunteers (refer to specific school board policy regarding hours of supervision). Staff should be aware that if they miss an assigned supervision, they are potentially liable due to negligent behaviour. If an accident or injury occurs when they should have been on supervision, they may be held responsible in the courts. Those responsible should:

- develop and discuss rules and regulations with students and post in a suitable place.
- recognize and report potential hazards, e.g., broken glass, other litter.
- check equipment regularly to make sure it is in good repair.

- instruct children in the safe use of all playground equipment and structures.
- stagger activity use of structures, if appropriate.
- select and limit use of structures and equipment according to weather conditions.
- ensure that all structures are firmly anchored or secured.
- ensure that the surfaces under all playground structures are constructed of impact-absorbing material.
- ensure that new equipment and surfaces follow CSA standards and that existing installations are reviewed in light of CSA standards.

Activities

The following section provides specific guidelines related to a wide variety of activities. Teachers are not expected to deliver all of these activities, nor is it implied that this is an exhaustive list. In addressing the student learning outcomes of the prescribed curriculum, teachers may select activities that they consider most appropriate. Activity selection should be based on teacher expertise, students' developmental needs, and school resources. Approval from the appropriate school authority official should be received if a teacher wishes to include activities differing from those listed within this document. As part of this process, the teacher should demonstrate that all appropriate precautions will be taken in the interest of student safety. As well, teachers should be aware of specific school authority safety guidelines and unauthorized activities or cautions that may exist and are different from these guidelines.

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Standard safety equipment should be used, as stated in pool regulations, e.g., ring buoys, reaching poles, and spinal boards.
- Emergency phone should be accessible.
- Electrical equipment should be properly grounded (GFI).
- Suitable facilities include school or community pools that conform to Swimming Natation Canada (SNC) safety standards. Where facilities do not conform to SNC standards for safety, modifications to the rules should be made, e.g., where pools are less than the required depth, swimmers start in the water rather than dive from the blocks or deck.
- Backyard pools must not be used.
- Pool deck should be kept clear of obstacles and cleared of excess water.
- Appropriate swimwear should be worn.
- Device to keep hair from obstructing vision should be used, e.g., elastic.
- For lake swimming, see Outdoor Education section.

Instructional Considerations

- Skills should be taught in proper progression.
- Teachers with relevant certification may provide swim instruction without an additional lifeguard only when the pool is being used solely for aquatic instruction.
- In-charge person on deck should be informed of students with a medical condition that may affect the student's safety in the water.
- Students should be informed of, and adhere to, the following rules:
  - ☐ no running or pushing on deck
  - ☐ no gum chewing
  - ☐ no food in pool area
  - ☐ stay clear of diving area
  - ☐ do not conduct practice starts in water below 1.2 m
  - ☐ no horseplay
  - ☐ no diving off deck into shallow end
  - ☐ no outside shoes on deck
- Showers should be taken before entering the pool.
- Parents/guardians should be informed when students go off school board property to a pool.
- Emergency procedures should be outlined to students prior to entering the water.
- Students with infected cuts or sores should not be in the pool.
- Initial screening/testing should be done in the shallow end.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Teachers should accompany students and be on deck during activity.
- Suggested guideline 1:25 ratio of qualified National Lifeguard Service (N.L.S.) lifeguard/certified instructor to students.
- Students must ask permission to leave pool area.
- Change rooms should be closely and frequently monitored.
- Municipal/local pool use guidelines should be followed.

Archery

SUGGESTED FOR GR. 4-12

ARCHERY is not recommended for Gr.K-4. Permission from a school superintendent or designate is recommended. In all instances, board policy/procedures should be followed.

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Emergency phone should be accessible.
- All equipment should be checked regularly for defects.
- Arm guards and finger tabs should be made available to students.
- Bow length and weight should correspond to the height and strength of the student.
- Students should use appropriate length target arrows and appropriate targets.
- Compound bows or crossbows should not be used.
- Shooting areas should be free of obstacles and hazards.
- Entrance/exit to the facility should be controlled and warning signs posted.
- Targets should be placed away from the entrance/exit to avoid unintentional access to shooting area.

Instructional Considerations

- Skills should be taught in proper progression.
- Appropriate shooting line should be established based on the skill level of the students.
- Students must stay behind the shooting line while archers are shooting.
- All students not involved in shooting, must be positioned well behind the shooting line and away from the archers on the line.
- Teacher should establish a "start" and "stop" shooting and retrieving procedure.
- Students must receive instruction on safety procedures, shooting techniques, care and use of equipment and how to safely remove an arrow from a target butt.
- Loaded/unloaded bows must never be pointed at anyone.
- Bows must only be loaded on the shooting line, after the signal to "start" has been given.
- A properly installed safety net should be used for indoor shooting.
- Shooting area should be well-marked and controlled for both indoor and outdoor shooting.

Supervision

- Constant visual supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Badminton

SEE PAGE 79

Ball Hockey • Cosom Hockey

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Stick blades should be checked regularly to ensure the blade is securely attached to the stick.
- Regulation plastic ball hockey, cosom hockey sticks or hockey sticks with plastic blades should be used.
- Goaltender should wear a facemask and protective equipment.
- A "Soft" ball should be used, e.g., P30, P40, Nerf ball, yarn ball, plastic, soft rubber or felt puck.
- The playing area should be inspected regularly and free of debris and obstacles and provide good footing.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- Penalties for rule infractions should be enforced.
- Sticks must remain below the waist at all times.
- Slap shots should not be allowed.
- Body contact, stick on body contact, or stick on stick contact should not be allowed.
- A crease should be implemented for protection of the goalie, e.g., size of basketball key.
- No other player or player's stick should be allowed in the crease.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Baseball

NOT RECOMMENDED

BASEBALL, i.e., hardball, is not recommended for Gr. K-12. Permission from a school superintendent or designate is recommended. In all instances, board policy/procedures should be followed.

Basketball • Bordenball • Endball Benchball • Netball

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- The playing area should be inspected regularly and free of debris and obstacles and provide good footing.
- In situations where student's follow-through could result in contact with an end wall and/or stage, protective padding or gymnasium mats should be placed beyond the 'key' area and should extend a minimum of 1.83 m (6') up the wall from the top of the baseboard (maximum 10 cm (4") from the floor) and be a minimum of 4.88 m (16') wide.
- Where a stage is close to the baseline, gymnasium mats should be placed over edge of stage and extend close to the floor.
- Floor sockets should have cover plates in place.
- Winch for moving backboards up and down should not be located directly under the supporting wall-mounted structure.
- Metal or other hard objects should not be used to hold hair back.
- Metal or other hard braces (e.g., knee brace) should be covered with a protective cover.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- If gymnasium does not facilitate safe cross-court play (e.g., doors and radiators under side baskets or wall close to the baseline) modify rules appropriately, e.g., no lay-ups.
- Spectators' chairs and benches should be located a safe distance away from the baseline.

Supervision

- On-site supervision is recommended following initial instruction and after all safety concerns have been emphasized.

Bench and Chair Activities

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Instructional area should be inspected regularly and free of debris and obstacles and provide good footing.
- Caution should be exercised in the selection of appropriate chairs that provide good traction between legs or frames and the ground/gymnasium floor. Damaged or folding chairs should not be used.
- Benches must not have cracks, chipped corners or splinters on the top surface, and they must be stable.
- Bench tops must be secured to all supports.
- Teacher should ensure that there is enough space around chairs/benches for safe use.
- Landing area should be a safe distance away from walls and other equipment.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- Teacher should instruct students to jump up from chair/bench and land close so that chair/bench does not move.
- Teacher should instruct students not to jump from seat over back of chair.

Supervision

- On-site supervision is recommended following initial instruction and after all safety concerns have been emphasized.

Bowling

SEE BELOW

5 pin suggested for Gr. K-6
5 to 10 pin suggested for Gr. 7-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- Parents must be made aware of any off-campus activity and means of transportation.
- Rules and etiquette should be followed as outlined by the facility.

Supervision

- In-the-area supervision is recommended following initial instruction and after all safety concerns have been emphasized.

Broomball

SUGGESTED FOR GR. 4-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Suitable clothing and footwear should be worn.
- Check sticks for cracks and splinters.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- If playing on ice, CSA approved hockey helmets must be worn.
- **Non-Ice Broomball** - "Blacktop" area must not be obstructed, e.g., by tetherball poles, tennis standards, or basketball standards.
- Sticks should remain below waist at all times.
- Crease should extend 2 metres from the goal line. No other player or their brooms other than the goalie and the goalie's broom should be allowed in the crease.
- Only non-contact broomball should be allowed.
- Parents must be made aware of any off-campus activity and means of transportation.

Supervision

- On-site supervision is recommended following initial instruction and after all safety concerns have been emphasized.

Cricket • Cricket Variations

SEE BELOW

The official game of CRICKET is not recommended for Gr. K-6. Permission from a school superintendent or designate is recommended. In all instances, board policy/procedures should be followed.

Cricket suggested for Gr. 7-12
Cricket Variations (e.g., Kanga Cricket, Cricket Wicket, Continuous Cricket, Wood Cricket) suggested for Gr. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Official Kanga Ball set or equipment modifications; e.g.:
  - ☐ Tennis balls, cosom plastic balls , wiffle balls or "soft" balls may be used for indoor cricket.
  - ☐ Paddle bats/plastic bats.
  - ☐ Pylons for wicket.
  - ☐ Outdoor field must be free from debris and obstructions and provide good footing.
- Approved cricket pads and gloves should be worn by batters and the wicketkeeper if playing with wooden paddles and hard balls.
- When facing fast bowling, batter must wear an approved cricket helmet.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- Throwing bouncers and 'bean balls' must be discouraged.
- A designated area should be established for non-active players at a safe distance behind the batter.
- The bowler, standing behind a designated line, should underhand lob or roll the ball (Gr. 1-6), at the batter's wicket. Straight-arm overhand throws could be used at the secondary level.
- The wicket keeper should stand a safe distance behind a striker.
- A designated area should be established for non-active players at a safe distance behind the batter.

Supervision

- On site supervision is recommended following initial instruction and after all safety concerns have been emphasized.

Cross-Country Running

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Emergency communication system should be in place.
- Prior to initial use of cross-country route, teacher should do a safety check "walk through" to identify potential hazards.
- Precautions should be taken to avoid busy intersections as part of the training route.
- Course marshals should be stationed throughout competition routes.
- Start and finish area should provide a wide flat area.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Students should be informed of the importance of sun protection.
- Parents/guardians should be notified when students will be running off the school campus.
- Attendance should be taken before and after each activity session.
- Length and difficulty of route should be appropriate to the age and ability level of students.
- Proper warm-up and cool-down should be included in all activities.
- Teachers should be aware of students with history of asthma and other respiratory problems and severe allergies, e.g., bee sting allergy.
- Students with severe asthma and/or allergy to bee stings should be encouraged to run with inhaler/auto-injector.
- Students should be instructed in basic road safety.
- Attention should be given to:
  - ☐ temperature of the day;
  - ☐ length of time in sun;
  - ☐ previous training and length of preparation.
- Students should be instructed in strategies that enhance safety with "crowded" starts.
- Students should be provided with opportunity to re-hydrate during activity.
- Students should be informed of the route boundaries for the activity.
- Teacher should encourage the use of the buddy system.

Supervision

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Cross-Country Skiing • Snowshoeing

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Teacher should have access to a cell phone.
- Emergency transportation should be available.
- Prior to initial use of cross-country ski route, teacher should do a safety check to identify potential hazards.
- Teachers should familiarize students with the route and boundaries before initial attempt, e.g., notice of areas to approach with caution.
- Suitable clothing and footwear should be worn.
- Water should be available to prevent dehydration.
- For cross-country skiing - skis, bindings, boots and poles should be in good repair and appropriate size for the student.
- For snowshoeing - frame and bindings should be in good repair and appropriate size for the student.
- Teachers should carry a spare ski tip and first aid kit, especially in backcountry.
- When choosing a site, the following conditions should be taken into consideration: sun, wind and snow conditions as well as suitability of terrain. When selecting a non-commercial site, the facility should include:
  - ☐ A level field with practice tracks (for cross-country skiing).
  - ☐ A long run-out at the bottom section of a larger hill (for cross-country skiing).
  - ☐ Proximity to warmth, food, waxing and other facilities.
  - ☐ An activity area situated a safe distance from roads and other hazards.
- Skiing and snowshoeing should be restricted to non-avalanche terrain. A certified guide should be employed where avalanche terrain exists, but risk is minimal.

Instructional Considerations

- Skills should be taught in proper progression.
- Parents/guardians should be notified when students will be going off the school campus.
- Attendance should be taken before and after each activity.
- Length and difficulty of route should be appropriate to the age and skill level of students.
- Proper warm-up and cool-down should be included in all activities.
- Teachers should be aware of students with history of asthma and other respiratory problems and severe allergies.
- Students with severe asthma and/or allergies should be encouraged to cross-country ski or snowshoe with inhaler/auto-injector.
- Teacher should discuss frostbite and hypothermia with students and how to recognize and treat.
- Parents and students should be informed of the importance of sun protection and proper hydration (see Appendix A).
- Students should be provided with opportunity to re-hydrate during activity.
- Emergency procedures should be established and communicated to students.
- Equipment brought from home for use in class should be inspected to ensure it is in safe working order (see Appendix A).
- Students should check that boots are secure in bindings.
- Teachers should caution students about use of poles, especially when working close to others.
- Teachers should encourage use of a buddy system.
- When learning games on skis or snowshoes, poles should not be used.
- Teachers should refer to school board policy regarding temperature/weather conditions.

Supervision

Field Trips to Designated Cross-Country or Snowshoe Facilities

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- A trained individual responsible for providing first aid to injured students should be present during the entire activity.
- Suggested guidelines for day cross-country trips and snowshoeing to commercial sites:
  1:12 ratio (Gr. K-6)
  1:20 ratio (Gr. 7-9)
  1:30 ratio (Gr. 10-12)
- When touring, sweep and leader roles should be established.
- A vehicle must be accessible for transportation in case of emergency.

Within walking distance of the school

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Curling

SUGGESTED FOR GR. 4-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Curling rink should be used.
- For younger curlers, use of junior rocks is encouraged.
- Suitable clothing and footwear should be worn, i.e., curling shoes, sliders or running shoes with the sliding shoe taped.

Instructional Considerations

- Skills should be taught in proper progression.
- Off-ice instructions, including safety rules, should precede on-ice instruction.
- All curlers should observe rules of etiquette.
- Students should be instructed to not step over curling rocks, but to walk around them.
- Appropriate stretching exercises should be taught prior to participation.
- Parents should be informed when curling takes students off the immediate school property.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Cycling

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Teacher should have access to a cell phone.
- Students should do a safety inspection of bicycle before each use.
- Bicycle size should be appropriate to the rider.
- Correctly fitting approved bicycle helmets must be worn, i.e., CSA, Snell, or CPSC.
- Teacher should carry a bicycle tool repair kit.
- All bicycles must be equipped with a bell.
- Choose routes carefully in terms of the length, road surface, frequency of traffic, complex intersections and railway crossings.
- Trails should be selected according to technical elements present and skill level of the students.
- Prior to initial use of route, teacher should do a safety ride-through to address safety and suitability concerns.
- Ensure permission of landowner is obtained for off-road routes.
- Students should be provided with clear directions and a map of the route.
- Suitable footwear and clothing should be worn, i.e., open toed shoes or sandals should not be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Correct positioning on bicycle should be taught.
- Rules outlined in current provincial legislation must be reviewed and followed.
- An initial riding pretest, with safety emphasized, should be passed before leaving school property.
- A record of students and the route should be left in the school with an appropriate person.
- Students should walk bicycles across busy intersections.
- Parents and students should be informed of the importance of sun protection and re-hydration.
- Students should be provided with opportunity to re-hydrate during activity.
- Teachers should use a buddy system when appropriate.
- Students should be aware of emergency procedure in case of an accident.
- Parents should be informed when cycling will take students off school property.
- Students must not wear Walkmans or Discmans or other audio devices.
- Racing should not be done as an in-class activity.
- Teacher should provide instruction on cycling courtesy, e.g., cycle in the same direction as others, cycle safe distance from the bicycle in front to allow for sudden stops, cycle on the right, pass on the left, announce your intention to pass by saying "passing on your left", when to use their bell to warn others.
- Students should be informed of how and when to shift gears and cope with hills.
- Cycling for Gr. K-2 should be on campus only.
- Attention should be given to temperature of the day, length of time in sun and previous training and length of preparation.

Supervision

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- A designated leader should stay at the front of the group to set pace, and a sweep should stay at the back of the group. If there is a change in road direction, the leader should wait to regroup.

Dance • Rhythmic Gymnastics

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Electrical equipment should be in properworking order and a safe distance from activity.
- Rhythmic clubs should not be used.
- Gymnasium or very large room, free from obstacles, should be used.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- Students should be instructed in safe use of equipment, e.g., ribbon sticks.
- Activity should be modified to the age and ability level of students, e.g., throws of ropes, ribbons and hoops, are to be kept to a low height.

Supervision

- In-the-area supervision is recommended for all dance activities following initial skill instruction and after all safety concerns have been emphasized.
- On-site supervision is recommended for rhythmic activities following initial skill instruction and after all safety concerns have been emphasized.

Diving

SUGGESTED FOR GR. 4-12

Equipment/Facilities

- First aid kit must be stocked and accessible.
- Standard safety equipment should be used, as stated in pool regulations, e.g., ring buoys, reaching poles, and spinal boards.
- Emergency phone must be accessible.
- Board and fulcrum must be in properworking order.
- Water depths must conform to Canadian Amateur Diving Association (CADA) regulations.
- Appropriate swimwear should be worn.
- Suitable device to keep hair from obstructing vision should be used, e.g., elastic.
- School or Community pools should be used. Backyard pools and lake sites must not be used.

Instructional Considerations

- Skills should be taught in proper progression.
- Students should be informed of, and adhere to, the following rules:
  - ☐ only one person on the board at one time.
  - ☐ move toward a predetermined edge of the pool immediately after completing a dive.
  - ☐ no running or pushing on deck.
  - ☐ make sure diving area is clear before proceeding to dive.
  - ☐ no diving into shallow end.
  - ☐ no chewing gum.
  - ☐ no wearing goggles.
  - ☐ no ear plugs.
  - ☐ no shoes on deck.
- Emergency procedures must be outlined to students.
- Parents/guardians should be informed when students go off school board property to a pool.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Constant visual supervision by a qualified lifeguard/instructor is recommended during the entire activity.
- Teachers must have technical certification, if they are teaching any diving skills using inward or reverse dives or a springboard higher than 1 metre.

Dodgeball Games • Tag Games

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- A "soft" ball, e.g., Nerf, soft foam, or Gatorskin ball should be used for dodgeball games.
- Balls should be properly inflated.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- Rules for contact by the ball must be in place, e.g., below shoulders or below waist.
- Activities and rules should be modified based on skill level, age and facilities/equipment available.
- Gr. K-3 students should receive instruction in starting and stopping skills prior to playing games.
- Playing area should be free of obstacles, e.g., desks, chairs, pianos.
- All entrance/exit doors should be closed, but not locked.

Supervision

- Constant visual supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Field Hockey

SUGGESTED FOR GR. 4-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Sticks should be checked regularly for cracks.
- Regulation field hockey ball or indoor softball or other soft rubber ball should be used.
- Mouth guards and shin guards should be worn by all students during activity when a regulation (hard) field hockey ball is used.
- Goalkeepers should wear a CSA approved hockey helmet and face mask at all times. Gloves, a chest protector, a lower abdominal protector, goalie pads and kickers should be worn by goalkeeper or designated kicking back.
- Field should be checked prior to activity; it should be level and well groomed. It should be clear of debris and provide good footing. Holes and severely uneven surfaces should be brought to the attention of the teacher, students; appropriate school officials should be notified.
- There should be sufficient turf for proper traction and impact absorption.
- Portable goals should be checked prior to activity to ensure they are secure.
- Suitable clothing and footwear should be worn, e.g., molded cleats or turf shoes may be worn.
- Regulation or soft indoor field hockey sticks should be used.

Instructional Considerations

- Skills should be taught in proper progression.
- Teachers should ensure proper progression of activities:
  - ☐ warm-up and stretching
  - ☐ aerobic activities and/or resistance activities
  - ☐ cool down and stretching.
- Games should be based on skills that are taught.
- Sticks should not be brought above waist level or allowed in the crease.
- A soccer-goal size crease area should be implemented for protection of the goalie.
- Teachers should provide instruction on proper offensive and defensive skills and strategies.
- Students should be informed of the importance of sun protection.

Supervision

- On-site supervision is recommended during initial skill instruction.
- In-the-area supervision is recommended following skill instruction and after all safety concerns have been emphasized.

Fitness Activities

Aerobics • Chinning Bar • Peg Board • Circuit Training • Aerobic Steps • Slides • Tubing • etc. (see page 105 for Weight Training)

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Stationary bicycles, benches, chinning bars, peg boards, and electrical and other equipment must be in good repair.
- Free weights and stationary bicycles should not to be used at the elementary school level.
- Steps and/or slides should be equipped with a non-slip tread.
- Tubing/elastic strips should be of a proper tension and length for skill level of student.
- A padded mat should be placed directly below high apparatus, e.g., chinning bar, peg board.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Fitness activities should be based on skills that are taught.
- Fitness activities should be modified, based on the age, ability and previous activity level of students and the facilities and equipment available.
- Students should be instructed in the proper use of fitness equipment before using it, e.g., stationary bicycle, medicine ball, chinning bar, tubing.
- Teachers should emphasize high repetitions using lighter weights, or no weights at all, when teaching resistance training.
- Teachers should encourage development of core body strength first.
- Students should be provided with opportunity to re-hydrate during activity.
- Teachers should encourage correct body alignment for injury prevention.
- Teachers should encourage students to work at personal levels of intensity, e.g., students who can make responsible decisions related to low impact to high impact and low intensity to high intensity.
- Teachers should encourage students to participate at their level of comfort, focusing on participation, not performance.

Supervision

- On-site supervision is recommended during initial skill instruction.
- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Floor Hockey • Gymnasium Ringette

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Regulation felt puck should be used for floor hockey and rubber or felt quoit should be used for ringette.
- Regulation ringette sticks, commercially produced floor hockey sticks, and hockey stick shafts or broom type handle with protective covering on the ends, e.g., piece of sponge or carpet taped on should be used.
- Sticks must be checked regularly for cracks and splinters.
- Goalies should wear a protective mask, e.g., hockey helmet with cage.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and other activities should be based on skills that are taught.
- Body contact, stick-on-body contact or stick-on-stick contact should not be allowed.
- Penalties for rule infractions must be enforced.
- Teachers should implement a crease for protection of the goalie, e.g., size of basketball key.
- No other player's stick should be allowed in the crease.
- Goalie must remain in crease area during play.
- Stick must be in contact with the floor at all times, except on a shot or a pass where the stick should not be raised above waist level.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Football Flag/Touch

SUGGESTED FOR GR. 4-12

TACKLE FOOTBALL is not recommended in the physical education activity setting. Permission from a school superintendent or designate is recommended. In all instances, board policy/procedures should be followed.

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Goal posts should be padded when they are in the field of play.
- Playing field should be inspected prior to play. Debris should be removed and major depressions noted and brought to the attention of players.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- Teachers should use footballs appropriate to the size and ability of the students, e.g., smaller football or Nerf ball for younger students.
- Blocking, pushing or tackling should not be allowed.
- Rules of the game should be modified to accommodate differences in ability, age, and physical development.
- Boundary lines must be clearly marked.
- Students should be informed of the importance of sun protection.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Golf

SUGGESTED FOR GR. 7-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Plastic wiffle or rubber golf balls are recommended for schoolyard use.
- Real golf balls should not be used on school property, except for putting.
- Equipment, especially grips, must be checked regularly and repaired as needed.
- Clubs of appropriate length should be used.
- Students should be a sufficient distance away from those executing back swing and follow through.
- School property or proper golf facility should be used, e.g., golf dome, putting course, or driving range.
- Hitting area must be well marked and controlled.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- Students should receive instruction about proper golf etiquette and safety.
- Teachers should establish a safe routine for hitting and retrieving golf balls.
- Rules of play pertaining to the driving range and/or mini-putt should be followed.
- Parents and students should be informed of importance of sun protection.
- Equipment brought from home for use in class should be inspected to ensure it is in safe working order (see Appendix A).

Supervision

- On-site supervision is recommended for initial skill instruction, and when chipping with real golf balls.
- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Gymnastics • General Procedures

SUGGESTED FOR GR. K-12

***TRAMPOLINES** are not recommended in the school setting. Permission from a school superintendent or designate is recommended. In all instances, board policy/procedures should be followed.*

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Long hair should be tied back and barrettes should be removed.
- Suitable clothing and footwear should be worn, i.e., bare feet, running shoes or gymnastic slippers. No stocking feet, belts, or zippers.

Mats

- Mats should be placed on, under, and around all designated landing areas and equipment without overlaps or gaps.
- Mats should be checked regularly for damage and repaired or replaced when necessary.
- General utility mats should be used for floor work, tumbling and landing on feet from a controlled height (student's height at shoulder is maximum jumping height). These may include:
  - ☐ ensolite 3.8 cm (1 ½ in.)
  - ☐ trocellen 5.1 cm (2 in.)
  - ☐ ethefoam 3.8 cm (1 ½ in.)
  - ☐ sarneige 3.8 cm (1 ½ in.)
  - ☐ mats of equivalent compaction rating.
- Landing surfaces to be used for elevated inverted skills: 30.5 cm to 60.9 cm (12 in. to 24 in.) solid or cross-linked foam pit. These surfaces should not be used as landing surfaces for vaulting or for controlled landings, e.g., landing on feet, off any piece of equipment.
- Velcro mats should be properly connected.
- Floor plan should allow enough space around each piece of apparatus for safe movement.
- Landing area should be a safe distance away from walls and other equipment.
- Perimeter of gymnasium should be free from hazards, e.g., tables and chairs.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- Students should be instructed not to attempt aerial somersaults on, or off, apparatus or on floor mats, extended dive rolls for distance, or forward and backward handsprings. Teachers wishing to teach these movements must seek permission from the superintendent or designate.
- If the teacher believes that a potential hesitancy during a skill could put the student at a risk, the student should be directed toward a less advanced skill.
- Students should not perform skills beyond their abilities.
- Apparatus should be introduced one piece at a time, when working toward the development of a circuit. Mat work should precede apparatus.
- At the beginning of each unit, students should be taught proper and safe landing techniques.
- Teachers should identify students absent on days when prerequisites were taught and ensure they are brought up to date.
- Spotting, in general, is *not* recommended in the education setting. Teacher should ensure apparatus configuration is appropriate, so skills can be done without a spotter.
- Teachers may utilize the Dominant Movement Pattern (DMP) approach in place of spotting. This involves:

- ☐ teaching progressive activities that lead up to skills.
- ☐ teaching students how to land safely from a variety of different and probable situations.
- ☐ ensuring landing mats and equipment are at an appropriate height for students to ensure safe activity and minimize risk of injury in landing.
- ☐ Level I Gymnastics certification in-services, workshops or courses may help teachers feel more comfortable in understanding the dominant movement pattern approach.

Supervision

- Constant visual supervision is recommended for all elevated inversions, following initial skill instruction and after all safety concerns have been emphasized.

Gymnastics • Climbers/Trestles

SUGGESTED FOR GR. K-12

Equipment/Facilities

Climber/Trestles:

- First aid kit should be stocked and accessible.
- Long hair should be tied back and barrettes should be removed.
- Suitable clothing and either bare feet or suitable footwear should be worn, e.g., no stocking feet. Students should have bare elbows and bare knees.
- Equipment set up and adjustment should be done under teacher direction.
- Teacher should check clamps and feet of trestles, wall lever and floor pins of wall climber to ensure climber is secure. This should be done daily to check for defective parts.
- General utility mats should be placed on all landing areas (see Gymnastics: General Procedures).
- Landing area should be a safe distance away from walls and other equipment.

Instructional Considerations

- Skills should be taught in proper progression
- Activities should be based on skills that are taught.
- Hanging inversions should be done under direct supervision of the teacher and a 30.5 cm to 60.9 cm (12 in. to 24 in.) landing mat must be in place.
- Students should not do inversion skills unless instructed by teacher; if students do inversions, they must be done so that a student hangs no higher than 1 ½ m (5 ft.) above the floor.
- Students should not overcrowd the activity area.
- Teacher should adjust equipment to appropriate height of students and appropriate to activity being performed.
- Depending on skill level of the students - where a horizontal ladder or bars are at chest height, child may climb on top. When horizontal ladder or bars are above chest height of student, e.g., stretch height - hanging and traveling are permitted. Traveling on top is not permitted.
- Students should not jump from anything higher than their own shoulder height.
- Horizontal ladders and bars of trestles should not be approached from the side as trestles could slide sideways.

Supervision

- On-site supervision is recommended when students are using climbers/trestles following initial skill instruction and after all safety concerns have been emphasized.
- Constant visual supervision is recommended when students are attempting difficult moves for the first time on an apparatus.

Gymnastics • Climbing Ropes

SUGGESTED FOR GR. K-12

Equipment/Facilities

Climbing Ropes:

- First aid kit should be stocked and accessible.
- General utility mats should be placed under ropes (see Gymnastics: General Procedures).
- Teachers should regularly inspect ropes for fraying. If ropes are severely frayed, they should not be used, e.g., students get slivers.
- Inversion activities should be done under direct supervision of the teacher and a 30.5 cm to 60.9 cm (12 in. to 24 in.) landing mat must be in place.
- Students should not do inversion skills unless instructed by teacher; if students do inversion, they must be done so that a student hangs no higher than 1 ½ m (5 ft.) above the floor.
- A stable platform should be used to initiate a swing, e.g., utility box.
- If ropes are used for swinging, mats should cover floor surface below path of rope.
- Landing areas should be a safe distance away from walls and other equipment.
- Area used for ropes should be clear of all obstructions. This includes room to swing back and forth.
- Knots should not be tied at bottom of ropes.
- Students should use hand chalk, i.e., carbonate magnesia.
- Suitable clothing and footwear should be worn, i.e., no stocking feet.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- Inversions should be done in such a way that the student is positioned no higher than 1 ½ m (5ft.) above the floor.
- Rope activities should be introduced in a developmental sequence including instructions to descend rope by reverse climbing, not sliding.
- Swinging activities should be conducted in a controlled manner, e.g., specify a designated start and finish point.
- Teacher should stress the importance of control before height.
- Students should be taught proper landing and force absorption techniques.

Supervision

- On-site supervision is recommended when students are climbing ropes following initial skill instruction, and after all safety concerns have been emphasized.
- Constant visual supervision is recommended while attempting difficult moves for the first time on an apparatus.

Gymnastics • Parallel Bars • Still Rings • Balance Beam • Uneven Parallel Bars • High Bar • Floor • Pommel Horse • Vaulting

SEE BELOW

Parallel Bars	*(suggested for Gr. 7-12)*
Still Rings	*(suggested for Gr. 7-12)*
Balance Beam	*(suggested for Gr. K-12)*
Uneven Parallel Bars	*(suggested for Gr. 7-12)*
High Bar	*(suggested for Gr. 10-12)*
Floor	*(suggested for Gr. K-12)*
Pommel Horse	*(suggested for Gr. 7-12)*
Vaulting	*(suggested for Gr. 7-12)*

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Suitable clothing and footwear should be worn, i.e., no stocking feet.
- Equipment should be regularly inspected, tested, and repaired as required.
- Springboards should not be used with box horses; beat boards or Reuter boards should be used instead (see p. 45 – Beat Board).
- Teacher should do a safety check to ensure proper set-up prior to student use, e.g., ensure all locking mechanisms are secure.
- General utility mats should be used for floor work, tumbling and landing on feet from a controlled height (see Gymnastics: General Procedures).
- General utility mats should be placed to designate landing area (see Gymnastics: General Procedures).
- Padded mats must be placed around/under apparatus as a landing so that there is no overlap or open spaces.
- Velcro mats must be attached together and should not overlap.
- Equipment should be properly secured to floor/ceiling.
- Teacher should ensure sufficient space between each apparatus to allow free movement and sufficient space to dismount.
- **Landing surfaces to be used for elevated inverted skills:** 30.5 cm to 60.9 cm (12 in. to 24 in.) landing mat or cross-linked foam pit must be in place. These surfaces should not be used as landing surfaces for vaulting or for controlled landings, e.g., landing on feet, off any piece of equipment.
- **Landing surfaces for feet first landing, e.g., vaulting, dismounts from a height:** hard side/soft side landing mat, minimum 10 cm (4 in.) with hard side up.
- Uneven bars should be used by younger students (Grades 4 - 6) for basic hangs, swings and supports on low bar.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that area taught.
- Students should not be encouraged to perform skills beyond their physical and psychological capabilities.
- Students should not do inversion skills unless instructed by teacher; if students do inversions, they must be done so that the student hangs no higher than 1 ½ m (5 in.) above the floor.
- Students must be instructed on safety related to gymnastics and associated apparatus prior to use.

- Equipment height should be appropriate for students, e.g., beams - shoulder height maximum, hanging activities at stretch height maximum, support activities on top of bars at shoulder height.
- If equipment cannot be sufficiently lowered, teacher should place additional mats under equipment to achieve desired height.
- Precautions should be taken to minimize movement of mats on impact.
- Velcro mats should be properly attached.
- Teacher should ensure sufficient space between each apparatus to allow free movement and sufficient space to dismount.
- Support swing skills should not be done on parallel bars above chest height of student.

Supervision

- On-site supervision for balance beam, parallel bars and uneven bars is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Constant visual supervision for inversions is recommended following initial skill instruction and after all safety concerns have been emphasized.

Gymnastics • Beat Board

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Suitable clothing and footwear should be worn, i.e., no stocking feet.
- Equipment should be regularly inspected, tested, and repaired as required.

Beat Board

- General utility mats or hard-side/soft-side landing mat (minimum 10 cm thick) hard side up, must be placed to designate landing area (see Gymnastics: General Procedures).
- Manufactured take-off board with carpeted top and non-skid feet should be used, e.g., Speith-Anderson, Laurentian.
- Springboards with flat, long take-off area should not be used as a mounting device for vaults or other apparatus.
- Landing area should be a safe distance away from walls and other equipment.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught, e.g., take-offs and landings from beat board to mat before beat board to box horse.
- Springing devices (e.g. spring boards) should be used on their own, and not in conjunction with box horses.
- Spring landings and rotations (long axis) should be considered safe activities.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Gymnastics • Box Horse

See General Procedures for Gymnastics

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Suitable clothing and footwear should be worn, i.e., no stocking feet.
- Equipment should be regularly inspected, tested, and repaired as required.

Box Horse

- Beat board should be used with the box horse.
- General utility mats or hard-side/soft-side landing mat (minimum 10 cm thick or 4 in.) hard side up, should be placed to designate landing area. No gap between box horse and landing surface (see Gymnastics: General Procedures).
- Teacher should check box horse/utility box for stability prior to use, e.g., does not slide on floor, does not come apart.
- Landing area should be a safe distance away from walls and equipment.
- Mount static balances, landings and basic vaulting progressions are appropriate box horse activities at the elementary school level.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- Inversions should not be allowed, e.g., dive rolls, aerial somersaults, neck springs, head springs, or handsprings (unless special permission is given by school board).
- Teachers should use a hard side/soft-side landing mat (minimum 10 cm or 4 in.) with hard side up.
- Mini tramp must not be used as a take-off to mount or vault other equipment.

Supervision

- On-site supervision when students are using box horse or mini-tramp is recommended following initial skill instruction and after all safety concerns have been emphasized.

Horseback Riding

SUGGESTED FOR GR. 5-12

Permission from a school superintendent or designate is recommended. In all instances, board policy/procedures should be followed.

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Teacher should have access to a phone and know the facility address.
- Horses suitable for beginner riders should be used.
- Appropriate safe tack, properly fitted to the mounts should be used.
- Tack (girth, stirrups) should be adjusted for each student and checked by the instructor.
- Approved ASTM helmets must be worn when working around or riding horses.
- Students should wear suitable clothing and footwear.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- Teachers should check school board policy regarding horseback riding.

Supervision

- On-site supervision by a qualified instructor is recommended for initial skill instruction.
- In-the-area supervision is recommended following initial skill instruction and when out on trails, and after all safety concerns have been emphasized.
- A trained individual responsible for providing first aid to injured students should be present during the entire activity.
- Teacher must be present as a support person.
- Suggested guideline 1:8 ratio of qualified instructor to students.

Ice Hockey

SUGGESTED FOR GR. 7-12

ICE HOCKEY is not recommended for Gr. K-6. Permission from a school superintendent or designate is recommended. In all instances, board policy/procedures should be followed.

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Teacher should have access to a phone.
- CSA approved hockey helmet with cage, gloves, elbow pads, and throat protector must be worn. If using regulation hockey puck, full hockey equipment must be worn.
- Check sticks for cracks and splinters.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- Slap shots should not be allowed.
- Body contact, stick-on-body contact, or stick-on-stick contact should not be allowed.
- Teacher should modify the game to suit equipment available and skill level of students.
- No goaltender should be used unless all players are fully equipped.
- All rules should be clearly outlined and enforced.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Initiative Tasks • Adventure • Trust Activities

SUGGESTED FOR GR. K-12

There are no specific guidelines developed for these due to the diversity of the activities. However, the book, "Rock, Paper, Scissors" (J. Fochler, L. Benson) has safety considerations listed for many initiative tasks. This resource is available from Benson Training Inc., 153 Reimer Dr., Hinton, AB T7V 1K6..

In-Line Skating • Skateboarding

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Students must wear a correctly fitting approved CSA or Snell helmet. Elbow pads, knee pads and wrist guards are recommended.
- Teacher should ensure that each student has properly fitting skates.
- Skating surface should be dry and free of obstacles and debris.

On School Site

- Teacher should designate a skating area free from traffic and significant inclines.
- Gymnasiums should be used where accessible.

Off School Site

- Teacher should carefully select routes based on length, paved surface, steepness (grade) and frequency of traffic.
- Teacher should follow all municipal bylaw regulations pertaining to in-line skating.
- Teacher should ensure that commercial in-line facilities meet safety guidelines.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- Parents and students should be informed of the importance of sun protection and re-hydration.
- Safety rules should be clearly outlined to students.
- Teacher should emphasize, "skate safe and always be in control".
- Teacher should provide beginner skaters with their own designated area within the total area provided for the activity.
- Teacher should provide all skaters with basic instruction in motion, stopping, and turning.
- Teacher should provide all skaters with basic instruction in skating courtesy, e.g., skate in the same direction as others, skate on the right, pass on the left, announce your intention to pass by saying, "passing on your left".
- Teacher should designate direction of travel, e.g., clockwise or counterclockwise.
- Students should not use Walkmans or Discmans.
- Students should not be allowed to race, chase or play tag games.

Off School Site

- Students should have mastered basic skills.
- Students should follow traffic regulations.
- Students should yield to pedestrians.
- Students should skate with a "buddy".
- Students should be informed of emergency procedures in case of injury.
- Parents must be informed that in-line skating will take students off school property.

Supervision

On School Site

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Off School Site – Gr. 4-12

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- One supervisor should lead the group and one supervisor should follow at the end of the group.

Kinball • Omnikin

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Large inflated ball should be used, e.g., omnikin ball.
- Playing area should be free of obstacles, e.g., desks, chairs, pianos.
- All entrance/exit doors should be closed.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught and modified based on skill level, age and facilities/equipment available.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Lacrosse (Inter-Lacrosse)

SUGGESTED FOR GR. 3-12

BOX and FIELD LACROSSE are not recommended for Gr. K-6. Permission from a school superintendent or designate is recommended. In all instances, board policy/procedures should be followed.

Equipment/Facilities

- First aid kit should be stocked and accessible.
- "Soft" inter-lacrosse balls should be used.
- Goaltender should wear a facemask.
- Molded plastic inter-lacrosse sticks should be used.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- Teacher should modify rules to prevent stick-on-stick, or stick-on-body contact and to prevent accidental contact within 1 m of the gymnasium wall or playground fence.
- Only non-contact lacrosse should be played.
- Teacher should emphasize student responsibility regarding individual space.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Martial Arts (Self Defense)

SUGGESTED FOR GR. 7-12

MARTIAL ARTS are not recommended for Gr. K-6. Permission from a school superintendent or designate is recommended. In all instances, board policy/procedures should be followed.

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Bare feet and loose, comfortable clothing should be worn.
- Floor surface should be clear of debris, smooth, level and dry.
- Mats should be used for landings where appropriate.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- Teacher should emphasize the importance of anticipation, avoidance of risky situations, self-defense tactics and appropriate aggression.
- Warm-up activities should emphasize conditioning and flexibility.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Orienteering

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Emergency communication system should be in place.
- In forested areas, students should carry a whistle and be instructed in its use, i.e., three loud blasts indicate that they require assistance.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Students should be informed of the importance of sun protection and proper hydration.
- Parents/guardians should be notified when students will be going off the school campus.
- Attendance should be taken before and after each activity session.
- Prior to initial use of orienteering course, teacher should do a safety check "walk through" to identify potential hazards.
- Length and difficulty of course should be appropriate to the age and skill level of the students.
- Proper warm-up and cool-down should be included in all activities.
- Teachers should be aware of students with history of asthma and other respiratory problems and severe allergies, e.g., bee sting allergy. Those students should be encouraged to run with inhaler/auto-injector.
- Attention should be given to:
  - ☐ temperature of the day;
  - ☐ length of time in sun;
  - ☐ previous training and length of preparation.
- Control flags and markers should be set in a safe manner.

Supervision

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Outdoor Education – General Procedures

SEE BELOW

Backpacking (day trips)	*suggested for Gr. 5-12*
Camping (Tenting and/or Dorm)	*suggested for Gr. 5-12*
Dorm only	*suggested for Gr. K-4*
Dorm or Tents	*suggested for Gr. 5-12*
Canoe Tripping, Flat Water Kayaking	*suggested for Gr. 7-12*
Lake Swimming	*suggested for Gr. 5-12*
Rock Climbing	*suggested for Gr. 6-12*
Sailing	*suggested for Gr. 7-12*
Winter Tent Camping	*suggested for Gr. 7-12*

General Procedures

- All outdoor activities, e.g., camping, outdoor swimming, canoeing, and backpacking trips must be approved by the principal or designate. A Board Official should sign a detailed application form for all overnight trips.
- At least one teacher/supervisor should have a minimum level of first aid training or wilderness first aid certification.
- Approval must include consideration of: itinerary, suitability of trip activities to the curriculum, travel time, safety factors, supervision arrangements, special group behavioural issues, age appropriateness (Refer to Board's Field Trip Policy).
- Refer to Board's Field Trip Policy regarding maximum number of days allowed for Outdoor Education trips.
- Parental consent forms should be on file prior to any student going on camping/swimming/canoeing/backpacking trips.
- Information on parent consent forms should include: itinerary including dates, routes, locations, contacts, relationship of trip activities to curriculum, supervision arrangements, cost per student, behavioral expectations, inherent risks, and where applicable, parent information meeting.
- All transportation should be conducted in accordance with transport recommendations of school authority's insurance policy.
- For all trips requiring transportation, a list of each student in each vehicle, driver's name and license plate number of the vehicles should be left at the school and a copy of the list should accompany adults on the trip.
- Staff or volunteer drivers should comply with Board insurance requirements.
- For overnight trips, students should provide medical and special health information to the chaperone.
- Supervisors on trip should be aware of any students with medical conditions or dietary needs with medical implications, and any student on medication.
- Students on vital medication should bring an extra supply of that medication in a clearly marked container and it should be in the possession of a supervisor. In unique circumstances, it may be more appropriate that it is in the student's possession, e.g., epi-pen. Supervisor should use discretion in determining who is responsible for medication.
- Supervisors should monitor weather conditions and postpone or modify the trip to ensure safety of all individuals.
- Supervisors on trip should have access to a cell phone and a list of parent contact/emergency contact numbers. Be cognizant that cell phones, GPS and other electronic positioning systems do not operate in all regions.
- Prior to the trip, teacher(s) should plan how they will access emergency medical care.
- In situations where sufficient drinking water cannot be taken on the trip, arrangements should be made for boiling or treating water to kill disease-causing organisms. Water should be boiled for at

least 10 minutes adding one minute of boiling time for every 300 m of altitude above sea level. When boiling is not practical, approved methods of chemical disinfecting should be used.

Equipment/Facilities

- Teacher should provide students with a list of recommended clothing and personal items suitable for the specific activity.
- A bear banger and bear spray should be taken when the activity will occur in an area potentially inhabited by bears.

Supervision

- Suggested guidelines:
  Camping 1:8 ratio (Gr. K-6) and 1:10 ratio (Gr. 6-12)
  Backpacking 1:10 ratio (Gr. 5-12)
  Flat Water Kayaking 1:6 ratio (Gr. 7-12)
  Lake Water Canoeing 1:8 ratio (Gr. 7-12)
- Both male and female chaperones must accompany mixed groups for overnight trips.
- A supervisor should be designated to transport an injured student to the hospital e.g., teacher or parent. This should not be the supervisor in charge of the trip.
- Students should be instructed to maintain visual contact with someone else in the group at all times.
- For the purpose of providing first aid coverage - at least one supervisor should have:
  I. N.L.S. Lifeguard Certificate for swimming or appropriate watersport certification (e.g. Swift Water Technician Level One)– if activities include on/in-water experience.
  II. Current First Aid Qualifications
    - Wilderness First Aid Certificate, or
    - St. John Emergency First Aid Certificate, or
    - Canadian Red Cross Emergency First Aid, or
    - R.L.S.S. Aquatic Emergency Care Certificate, or
    - Canadian Ski Patrol First Aid Certificate, or
    - Sport Medicine Certification, or
    - Registered Nurse, Doctor, EMT or EMR.

  Guidelines for appropriate level of first aid recommended:
    For activities occurring within 20 minutes of a medical assistance:
      - standard first aid

    For activities occurring beyond 20 minutes but not more than one hour from medical assistance:
      - 40 hour wilderness first aid

    For activities occurring in remote locations where EMS response time is greater than 1 one hour:
      - minimum of 80 hour advanced wilderness first aid or EMR.

Outdoor Education – Backpacking and Dayhiking

(day trips from school or base camp)

SUGGESTED FOR GR. 5-12

See General Procedures for Outdoor Education

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Cell phone for emergency purposes should be accessible at base camp. Remember, cell phones do not work in the Canadian Rocky Mountains.
- Vehicle for emergency purposes should be accessible.
- All necessary equipment should be collected and checked out before the trip.
- Teacher should have a map of route (normal and topographic), a compass (and GPS when possible), and have thorough knowledge of how to use them. A copy of the map and route should be on file at school.
- Each student should carry their own pack for both day tripping and overnight backpacking
- If backpacking trip originates from base camp, a map should be left with supervisor at base camp.
- Only designated trails should be used.
- Teacher should register group at warden's office if applicable.
- Teacher should ensure the following items are brought:
  - ☐ Flashlight
  - ☐ Water bottle(s)
  - ☐ Whistle or other signaling device for each person
  - ☐ Any necessary medication
  - ☐ First aid kit (with emergency blanket and moleskin)
  - ☐ Cell phone or two-way radio(s). Remember, cell phones do not work in the Canadian Rocky Mountains
  - ☐ Nutritious food which does not require preparation and adequate and safe water
  - ☐ Repair kit
  - ☐ Appropriate knife
  - ☐ Compass
  - ☐ Zip lock bags for waterproofing essentials
  - ☐ Bear bangers and Bear/Pepper spray (when in bear country) - Teacher/supervisor should have knowledge of proper use
  - ☐ Sun protection and insect repellent
  - ☐ Matches in waterproof containers should be kept in at least two places.
  - ☐ Helmets if hiking in areas where rocks could potentially fall on heads
  - ☐ Comfortable and durable flat shoes or boots with an aggressive tread (ankle support preferable) for hiking. And a pair of comfortable 'camp site' shoes with light treads
  - ☐ Clothing in layers suitable for season, and warm headgear when necessary
  - ☐ Rain gear
  - ☐ Sleeping bag(s) inside waterproof bag
  - ☐ Thermo-rest or insulating pad

Instructional Considerations

- Skills should be taught in proper progression.
- Length and difficulty of trip should be suited to the age and ability of students.
- Except for emergencies, travel should not take place in darkness.
- Teacher should be familiar with, or have access to, mountain rescue techniques, avalanche safety, emergency first aid and emergency evacuation.
- Teacher should be familiar with route.
- Students should be made familiar with route.
- Teacher should outline behavioural expectations to students.
- Students should be aware of emergency procedures and a "signal to assemble".
- Teacher should postpone the trip if there is indication of threatening weather that could put student safety at risk.
- Teacher should be aware of location of nearest phone or help in case of an emergency.
- Teacher should possess any necessary medication for designated students.
- Teacher should use a buddy system with students.
- All food items, gum, sunscreens, repellants and cosmetics (including toothpaste and deodorant) should not be allowed in tents or kept in tents at night, they should be stored in bear-proof containers or vehicles located a safe distance from students.
- Teacher should ensure that wood tick precautions are taken.
- Teacher should implement a night check system.
- Teacher should inform students of, and enforce, minimum impact camping skills.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- A supervisor should be designated to transport an injured student to the hospital e.g., teacher or parent. This should not be the supervisor in charge of the trip.
- Suggested guideline 1:10 ratio of certified instructor to students.
- A leader should be assigned to the front and back of the group. A leader could be a responsible student. The supervisor(s) can move along the group from front to back.
- The front and back of the group should be within whistle contact of the supervisor(s) at all times.
- Teacher should designate regular rendezvous - check sites.
- Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.

Outdoor Education - Camping

SEE BELOW

An extended overnight camping experience, in an outdoor environment, with students using tents and preparing their own food.

Dorm only: Suggested for Gr. K-4
Dorm or Tents: Suggested for Gr. 5-12
See General Procedures for Outdoor Education
No Canoeing

Equipment/Facilities

- First Aid kit(s) should be stocked and accessible - with an epi-pen (1:15 students) (see Appendix B).
- A cell phone for emergency purposes should be accessible at base camp. Remember, cell phones do not work in the Canadian Rocky Mountains.
- If cooking on stoves, use propane/liquid gas type stoves (1 per 8 students).
- Emergency communication system should be accessible.
- Washroom facilities should be within walking distance.
- Facilities and routes should be suitable to the age and abilities of group.
- Teacher should collect and inspect all necessary equipment before trip.
- Teacher should ensure the following items are brought:
  - ☐ Matches in waterproof containers should be kept in at least two places.
  - ☐
  - ☐ Sun protection and insect repellent
  - ☐ Each person should have a whistle or other signaling device
  - ☐ Shovel/trowel
  - ☐ Activity specific repair kit
  - ☐ Flashlight
  - ☐ Appropriate Knife
  - ☐ Bear bangers and Bear/Pepper spray when in bear country. Teacher should have knowledge of proper use
  - ☐ Nutritious food that does not require preparation and adequate and safe water supply.
  - ☐ Suitable layers of clothing
  - ☐ Rain gear
  - ☐ Aggressive soled, solid and broken-in shoes/boots. Students should not have bare feet in campsite area
  - ☐ Extra change of clothing

Instructional Considerations

See Outdoor Education General Procedures

- Skills should be taught in proper progression.
- Teachers should encourage use of buddy system with students.
- Program should be planned in detail with contingency plans for inclement weather.
- All food items, gum, sunscreens, repellants and cosmetics (including toothpaste and deodorant) should not be allowed in tents or kept in tents at night, they should be stored in bear-proof containers or vehicles located a safe distance from students.
- Students should only use axes, and saws following a detailed instructional session and under supervision of a qualified supervisor.
- Students should only use knives following instruction and under supervision.

- Students filling and lighting camp stoves should be under constant visual supervision following instruction.
- Students should be aware of behavioural expectations, boundaries for activity, and assembly procedures.
- Program activities should be age and skill level appropriate.
- No open flame should be allowed in, or near, tents.
- No bare feet in campsite area.
- Teacher should establish a process for the accounting of students.
- With the exception of winter camping, eating and sleeping areas should be separated by 50 -100 meters.

Supervision

- On-site supervision with night checks - by male and female supervisors is recommended.
- A trained individual responsible for providing first aid and transportation of injured students must be present during the entire outing. This should not be the supervisor in charge of the trip.
- Vehicle for emergency purposes should be accessible.
- A supervisor should be designated to transport an injured student to the hospital e.g., teacher or parent. This should not be the supervisor in charge of the trip.
- Suggested guideline 1:8 ratio (Gr. K-6) and 1:10 ratio (Gr. 7-12) of certified instructor to students.
- See General Procedures for supervision.
- At least one of the leaders should have tent camping experience.
- Teacher should alert wardens that the group is in the area, and for how long.
- Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.

Outdoor Education - Canoeing

SUGGESTED FOR GR. 5-12

Pools, Lake Water Canoeing, Base Camp Canoeing,
Flat River Canoeing
See General Procedures for Outdoor Education

Equipment/Facilities

- Waterproof first aid kit should be stocked and accessible (with emergency blanket).
- Cell phone for emergency purposes should be accessible. Remember, cell phones do not work in the Canadian Rocky Mountains.
- Aluminum canoes should not be used in pools.
- Paddles and canoes should be inspected for cracks, splinters and leaks.
- Correct fitting and Transport Canada approved PFD/life jacket, with whistle attached, must be worn properly and done up at all times while on the water.
- Sun protection and insect repellent should be available.
- Students should wear clothing appropriate for open water canoeing.
- Teacher should ensure water conditions are appropriate for the skill level of the group.
- Travel on whitewater should be limited to Class II rapids or Grade II river designation.
- All equipment should meet Canadian Coast Guard Regulation standards, e.g., bailing device, 15 m of buoyant rope in each canoe.
- .
- Teacher should ensure that there is an extra paddle in each canoe.
- Teacher should have a map of the area, a compass and knowledge of how to use them.
- Students must wear closed footwear that is securely attached.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- A pre-requisite test for open water canoeing must occur in a pool, shallow water or calm flat water setting and each student should demonstrate basic competence in:
  - ☐ Power stroke
  - ☐ "J" stroke
  - ☐ Sweep stroke
  - ☐ Draw stroke
  - ☐ Back stroke (or check stroke)
  - ☐ Proper entry/exit from canoe
  - ☐ Self rescues into dry and/or swamped canoes
  - ☐ Canoe over canoe rescue procedures
  - ☐ Synchronized strokes, positioning of paddlers, and packing the canoe
- Teacher/supervisors should be aware of weather forecast, especially wind conditions. Canoeing must be canceled in adverse conditions.
- Students should be taught paddle and whistle signals for danger and help.
- A rescue craft should be on shore and accessible while students are canoeing on open water or there must be sufficient craft and instructors on the water to provide rescue operations.

- Prior to water activities, students should be able to:
  - ☐ swim 100 m continuously any stroke without a personal floatation device (PFD).
  - ☐ tread water for three minutes without a PFD.
  - ☐ demonstrate the help/huddle position.
  - ☐ demonstrate comfort swimming while wearing a PFD .

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Vehicle for emergency purposes should be accessible.
- A supervisor should be designated to transport an injured student to the hospital e.g., teacher or parent. This should not be the supervisor in charge of the trip.
- Suggested guideline 1:8 ratio of certified instructor to students.
- Instructor should possess Canadian Recreational Canoe Association (CRCA) Flatwater Canoeing Instructor certification or equivalent.
- All teachers should be familiar with both Transport Canada and Canadian Coast Guard Regulations.
- Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.
- See General Procedures for supervision.

Outdoor Education - Voyageur Canoeing

SEE BELOW

Lake Water Canoeing — *Suggested for Gr. 4-12*
Flat River Canoeing — *Suggested for Gr. 4-12*
Base Camp Canoeing — *Suggested for Gr. 7-12*
See General Procedures for Outdoor Education

Equipment/Facilities

- Waterproof first aid kit should be stocked and accessible (with emergency blanket).
- Cell phone or two-way radio(s) for emergency purposes should be accessible. Remember, cell phones do not work in the Canadian Rocky Mountains.
- Paddles and canoes should be inspected for cracks, splinters and leaks.
- Correct fitting and Transport Canada approved PFD/life jacket, with whistle attached, must be worn properly and done up at all times while on the water.
- Sun protection and insect repellent should be available.
- Students should wear clothing appropriate for open water canoeing.
- Students must wear closed footwear that is securely attached and is able to get wet..
- Teacher should ensure water conditions are appropriate for the skill level of the group.
- Travel on whitewater should be limited to Class II rapids or Grade II river designation
- Appropriate knife should be accessible, e.g., worn on the leader's PFD.
- All equipment should meet Canadian Coast Guard Regulation standards, e.g., bailing device, 15 m of buoyant rope in each canoe.
- Teacher should ensure that there is an extra paddle in each canoe.
- Teacher should have a map of the area, a compass, and knowledge of how to use them.

Instructional Considerations

- Skills should be taught in proper progression.
- Teacher should be aware of weather forecast, especially wind conditions and possible storm activity. Canoeing must be cancelled in adverse conditions.
- Students should be taught paddle and whistle signals for "danger" and "help".
- Rescue craft should be on shore and accessible while students are canoeing, or sufficient craft and instructors must be on the water to provide rescue operations.
- Prior to water activities, students should be able to:
  - ☐ swim 100 m continuously any stroke without a personal floatation device (PFD).
  - ☐ tread water for three minutes without a PFD.
  - ☐ demonstrate the help/huddle position.
  - ☐ demonstrate comfort swimming while wearing a PFD .

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Vehicle for emergency purposes should be accessible.
- A supervisor should be designated to transport an injured student to the hospital e.g., teacher or parent. This should not be the supervisor in charge of the trip.
- Suggested guideline 1:14 ratio of certified instructor to students.
- Lead instructor should possess Canadian Recreational Canoe Association (CRCA) Flatwater Canoeing Instructor certification, plus voyageur paddling, moving water and canoe tripping experience.

- All teachers should be familiar with both Transport Canada and Canadian Coast Guard Regulations.
- Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.
- See General Procedures for supervision.

Outdoor Education - Voyageur Tripping

SUGGESTED FOR GR. 7-12

See General Procedures for Outdoor Education

Equipment/Facilities

- Waterproof first aid kit should be stocked and accessible (with emergency blanket).
- Cell phone or two-way radio for emergency purposes should be accessible. Remember, cell phones do not work in the Canadian Rocky Mountains.
- Paddles and canoes should be inspected for cracks, splinters and leaks.
- Correct fitting and Transport Canada approved PFD/life jacket, with whistle attached, must be worn properly and done up at all times while on the water.
- Sun protection and insect repellent should be available.
- Students should wear clothing appropriate for open water canoeing.
- Students must wear closed footwear that is securely attached and is able to get wet.
- Teacher should ensure water conditions are appropriate for the skill level of the group.
- All equipment should meet Canadian Coast Guard Regulation standards, e.g., bailing device, 15 m of buoyant rope in each canoe.
- Teacher should ensure that there is an extra paddle in each canoe.
- Teacher should have a map of the area, a compass, and knowledge of how to use them.
- Route should be appropriate to age/ability of students.
- Supervisors should not plan trip through white water.
- Supervisors should be familiar with the route.
- Route should be dependent on leader's qualifications.
- Teacher should ensure the following items are brought:
  - ☐ Matches in waterproof containers should be kept in at least two places
  - ☐ Appropriate knife should be accessible, e.g., worn on the leader's PFD.
  - ☐ Repair kit for canoe.
  - ☐ Appropriate canoe tripping packs.
  - ☐ Emergency communication system where feasible.
  - ☐ A water purification method, e.g., stove to boil water, water purification unit, chemical tablets.
  - ☐ Rain gear – (ponchos are not recommended.)
  - ☐ Appropriate clothing layers and a dry change of clothing.

Instructional Considerations

- Skills should be taught in proper progression.
- Teacher/supervisors should be aware of weather forecast, especially wind conditions and possible storm activity. Canoeing should be cancelled in adverse conditions.
- Students should be taught paddle and whistle signals for danger, help, etc.
- Prior to water activities, students should be able to:
  - ☐ swim 100 m continuously any stroke without a personal floatation device (PFD).
  - ☐ tread water for three minutes without a PFD.
  - ☐ demonstrate the help/huddle position.
  - ☐ demonstrate comfort swimming while wearing a PFD.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- A supervisor should be designated to transport an injured student to the hospital e.g., teacher or parent. This should not be the supervisor in charge of the trip.
- Lead instructor should possess Canadian Recreational Canoe Association (CRCA) Flatwater Canoeing Instructor certification, plus voyageur paddling, moving water and canoe tripping experience or equivalent.
- Vehicle for emergency purposes should be accessible.
- Suggested Guideline 1:14 ratio of certified instructor to students.
- All teachers should be familiar with both Transport Canada and Canadian Coast Guard Regulations.
- Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.
- See General Procedures for supervision.

Outdoor Education - Canoe Tripping
Flatwater / Moving Water

SUGGESTED FOR GR. 7-12

See General Procedures for Outdoor Education

CANOE TRIPPING on MOVING WATER is not recommended for Gr. K-6. Permission from a school superintendent or designate is recommended. In all instances, board policy/procedures should be followed.

WHITE WATER CANOEING and WHITE WATER KAYAKING are not recommended in the physical education activity setting. Permission from a school superintendent or designate is recommended. In all instances, board policy/procedures should be followed.

Equipment/Facilities

- Waterproof first aid kit should be stocked and accessible (with emergency blanket).
- Cell phone for emergency purposes should be accessible. Remember, cell phones do not work in the Canadian Rocky Mountains.
- Paddles and canoes should be inspected for cracks, splinters and leaks.
- Correct fitting and Transport Canada approved PFD/life jacket, with whistle attached, must be worn properly and done up at all times while on the water.
- Sun protection and insect repellent should be available.
- Students should wear clothing appropriate for open water canoeing.
- Teacher should ensure water conditions are appropriate for the skill level of the group.
- All equipment should meet Canadian Coast Guard Regulation standards, e.g., bailing device, 15 m of buoyant rope in each canoe.
- Teacher should ensure that there is an extra paddle in each canoe.
- Teacher should have a map of the area, a compass, and knowledge of how to use them.
- Route should be appropriate to age/ability of students. Travel on whitewater should be limited to Class II rapids or Grade II river designation
- Supervisors should not plan trip through white water.
- Supervisors should be familiar with the route.
- Students should wear closed footwear that is securely attached and is able to get wet.
- Teacher should ensure the following items are brought:
  - ☐ Matches in waterproof containers should be kept in at least two places. .
  - ☐ Appropriate knife should be accessible, e.g., worn on the leader's PFD.
  - ☐ Repair kit for canoe.
  - ☐ Appropriate canoe tripping packs.
  - ☐ Emergency communication system where feasible.
  - ☐ A water purification method, e.g., stove to boil water, water purification unit, chemical tablets.
  - ☐ Rain gear (ponchos are not recommended).
  - ☐ Appropriate clothing layers and a dry change of clothing.

Instructional Considerations

- Skills should be taught in proper progression.
- All students considered for participation in a school canoe trip should meet the following minimum guidelines:

Water safety

- Prior to water activities, students should be able to:
  - ☐ swim 100 m continuously any stroke without a personal floatation device (PFD).
  - ☐ tread water for three minutes without a PFD.
  - ☐ demonstrate the help/huddle position.
  - ☐ demonstrate comfort swimming while wearing a PFD

Canoeing skills

- Students should demonstrate basic competence in the following skills:
  - ☐ power stroke
  - ☐ "j" stroke
  - ☐ sweep stroke
  - ☐ draw stroke
  - ☐ backwater strokes
  - ☐ proper entry/exit from canoe
  - ☐ self rescues into dry and/or swamped canoes
  - ☐ synchronized strokes
  - ☐ packing a canoe
  - ☐ portaging techniques
  - ☐ basic river maneuvers, e.g., forward ferry, eddy turns, sideslips
  - ☐ The person in the stern should have mastered the 'j' stroke. Students should be instructed on how to handle unexpected wind and wave conditions.

Related areas

- Students should be familiar with:
  - ☐ basic first aid including hypothermia treatment
  - ☐ personal camping: suitable clothing and canoeing equipment and repairs
  - ☐ camping skills and safety
  - ☐ environmental concerns
  - ☐ use of a compass
  - ☐ map reading
- Teacher must postpone the trip if there is an indication of inclement weather severe enough to put student safety at risk.
- A trip itinerary should be completed and filed with an appropriate school official.
- An emergency action plan should be developed and shared with all trip participants.

Supervision

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Vehicle for emergency purposes should be accessible.
- A supervisor should be designated to transport an injured student to the hospital e.g., teacher or parent. This should not be the supervisor in charge of the trip.
- Suggested guideline 1:8 ratio of certified instructor to students.

- At least one supervisor must have Canadian Recreational Canoe Association (CRCA) Canoe Tripping Instructor I certification, ARCA Basic River Instructor, ARCA River Trip Leader Certification or equivalent.
- If the group is divided into two trips, then two teachers/supervisors must have relevant qualifications.
- See General Procedures for supervision.
- At least one teacher/supervisor must have experience with:
  - ☐ bug season
  - ☐ cold water rapids (recognize inherent danger and ways to avoid)
  - ☐ cooking over open fire without a grate
  - ☐ campcraft waterproofing methods during wet weather
- At least one teacher/supervisor must have general knowledge of the area.
- A systematic pattern for group travel and communication must be established.
- For all overnight trips, there should be a minimum of two (2) teachers/supervisors present.
- Where males and females participate on a trip, both male and female supervisors are required.
- Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.

Outdoor Education - Flat Water Kayaking

SUGGESTED FOR GR. 7-12

Pool, Lakewater Kayaking, Flatwater Kayaking
See General Procedures for Outdoor Education

Equipment/Facilities

- Waterproof first aid kit should be stocked and accessible (with emergency blanket).
- Cell phone or two-way radio(s) for emergency purposes should be accessible. Remember, cell phones do not work in the Canadian Rocky Mountains.
- Kayak should have adequate flotation in nose and stern to ensure buoyancy.
- Teacher should check paddle and kayak for cracks, splinters, or leaks.
- Correct fitting and Transport Canada approved PFD/life jacket, with whistle attached, must be worn properly and done up at all times while on the water.
- All equipment should meet Canadian Coast Guard Regulation standards, e.g., bailing device, 15 m of buoyant rope in each kayak.
- Appropriate knife should be accessible, e.g., worn on the leader's PFD.
- Each kayak must be equipped with a waterproof flashlight.
- Sun protection and insect repellent should be available.
- Students should wear clothing appropriate for open water kayaking.
- Students must wear closed footwear that is securely attached and is able to get wet.
- Water conditions should be appropriate for the type of kayak being used and the skill level of the group. (Flat water involves paddling on lake water or river where no rapids exist and eddies are very slight).

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- Teacher must ensure students can seal spray skirt on kayak when upright and, if necessary, escape safely when capsized.
- Before open water kayaking, students should demonstrate basic competence in:
  - ☐ launching kayak
  - ☐ getting in and out
  - ☐ emptying the kayak (beach and dock)
  - ☐ wet exit
  - ☐ forward stroke
  - ☐ back stroke
  - ☐ front sweep
  - ☐ back sweep
  - ☐ stopping
  - ☐ draw stroke
  - ☐ bracing - This can be done in a pool, sheltered bay or shallow water.
- Prior to water activities, students should be able to:
  - ☐ swim 100 m continuously any stroke without a personal floatation device (PFD).
  - ☐ tread water for three minutes without a PFD.
  - ☐ demonstrate the help/huddle position.
  - ☐ demonstrate comfort swimming while wearing a PFD.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Vehicle for emergency purposes should be accessible.
- A supervisor should be designated to transport an injured student to the hospital e.g., teacher or parent. This should not be the supervisor in charge of the trip.
- Suggested guideline 1:8 ratio of certified instructor to students.
- Instructor should have Canadian Recreational Canoe Association (CRCA) or Alberta Whitewater Association (AWA) Kayak Instructor certification or equivalent.
- A rescue craft should be on shore and accessible while students are kayaking on open water.
- Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.
- See General Procedures for supervision.

Outdoor Education - Lake Swimming

SUGGESTED FOR GR. 5-12

See General Procedures for Outdoor Education

Equipment/Facilities

- First aid kit should be stocked and accessible (with emergency blanket).
- Teacher should have access to a phone.
- Teacher should ensure the following items are accessible:
  - ☐ Whistle or other signaling device
  - ☐ First aid kit(s) (with emergency blanket(s))
  - ☐ Buoyant throw line
  - ☐ Reaching assists
  - ☐ Spinal Board
  - ☐ Blanket
  - ☐ Salt
  - ☐ Rescue boat/craft
- Students should wear appropriate swimwear.
- Teacher must ensure that the swimming area is:
  - ☐ clearly marked
  - ☐ free from hazards
  - ☐ roped off with floating devices
  - ☐ of suitable water temperature
  - ☐ reasonably clean and clear
- Students should not be allowed to swim in fast moving rivers or streams without appropriate safety roping.
- Prior to trip, teacher should check with local authorities to determine whether water is safe for swimming.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- Parents must give written permission for their child to be involved in any swimming activity and must indicate child's swimming ability, e.g., non-swimmer, capable swimmer.
- Teacher must identify and observe non-swimmers.
- Rules and regulations of swimming area must be followed.
- A counting system must be used at regular intervals, e.g., every 15 minutes blow whistle and have students count off.
- Students must swim with a buddy.
- Teacher should discontinue swimming activities if there is an indication of bad weather.
- Students must not be allowed to swim after dark.
- Diving should not be allowed in any open water swimming situation.
- Students should not be allowed to do distance swims.
- Students must swim only in designated area.
- Person(s) assuming lifeguard responsibilities should be clearly visible to all swimmers at all times.
- Students should be informed that in an emergency situation, the lifeguard is in charge.
- Teacher should ensure that an emergency action plan is in place (see Appendix C).

- Students must be informed of acceptable standards of behaviour in the water.
- Students should not be allowed to dive, push off the dock, or dunk other students.
- Students should not rely on flotation devices, unless it is a PFD or lifejacket.
- Students should practice emergency water drill, e.g., assemble on shore at sound of three loud whistle blasts.
- Length of swim must depend on type of swimmers, condition of atmosphere, condition of water, and time of day.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- A supervisor should be designated to transport an injured student to the hospital e.g., teacher or parent. This should not be the supervisor in charge of the trip.
- Vehicle for emergency purposes should be accessible.
- At least one supervisor must have current certification, e.g., National Life Guard Services (NLS) Lifeguard Certificate Waterfront option, or NLS pool with two years waterfront experience.
- In addition to the lifeguard, there must be at least one adult supervisor.

Outdoor Education - Rock Climbing • Rope and Fixed Face Climbs • Rappel Towers

(Top Rope Climbs only)

SUGGESTED FOR GR. 6-12

See General Procedures for Outdoor Education

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Teacher should have access to a phone.
- Climbing should be done at approved safety-inspected facilities.
- Teacher should ensure use of locking carabiners.
- Appropriately sized/fitted helmets and harnesses as well as other approved gear must be used.
- Teacher/instructor must ensure safety buckle is doubled back.
- Ropes and associated climbing equipment designed specifically for rock climbing must be used.
- U.I.A.A. approved ropes must be 5 years of age or less. They must have a minimum 10.5 mm diameter and be designed for rock climbing.
- Use of a mechanical belay system, e.g., Gri Gri is recommended; stich plate with spring, Münter hitch, figure 8, ATC, or Tuber type of belay device is acceptable. Knowledge of the body system of belaying is recommended for an emergency situation.
- Teacher/instructor must check equipment and test ropes before use.
- Student climbers must be able to move freely.
- Suitable clothing and footwear should be worn.
- Climbing area should be appropriate for ability levels of the students
- Climbing area should have been previously climbed by instructor/supervisors.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- A trained instructor must be on-site at all times.
- Mats, or a safe landing area, should be used when low-level bouldering up to 8 ft. An approved belay system must be used when climbing higher than 8 ft.
- All safety routines must be reviewed and enforced.
- Teacher/instructor should not allow lead climbing or protection placement.
- Safety procedures and emergency action plan should be designed and communicated to students (see Appendix C).
- Instructor should be familiar with the climbing area.
- Climbs should not be attempted on slippery and/or wet rocks.
- Students must be tied in to a teacher/instructor-inspected anchor system when at the top of the rock face.
- Completed medical forms should be accessible at all times.
- Instructor should inspect all equipment prior to climbing.
- Instructor should inspect the anchor system, and a test fall should be taken.
- Belaying by students should be at the discretion of the trained instructor.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- A supervisor should be designated to transport an injured student to the hospital e.g., teacher or parent. This should not be the supervisor in charge of the trip.
- Vehicle for emergency purposes should be accessible.
- Suggested guidelines:
  Outdoor Rock Climbing 1:5 ratio (or better) qualified instructor to students.
  Outdoor Climbing Walls 1:10 ratio (or better) qualified instructor to students.
- Teacher must accompany students to the site and remain on-site for the instruction if a person other than the teacher is doing the instructing.

Outdoor Education - Sailing

SUGGESTED FOR GR. 7-12

SAILING is not recommended for Gr. K-6. Permission from a school superintendent or designate is recommended. In all instances, board policy/procedures should be followed.

Equipment/Facilities

- Waterproof first aid kit should be stocked and accessible (with emergency blanket).
- Teacher should have access to a phone.
- Equipment supplied by a local sailing school should have been inspected for defects, and should meet Canadian Coast Guard standards.
- Students should check all personal safety equipment for any defects prior to use.
- All equipment should meet Canadian Coast Guard Regulation standards, e.g., bailing device, 15 m of buoyant rope in each boat.
- Correct fitting and Transport Canada approved PFD or M.O.T. approved life jacket, with whistle attached, must be worn properly and done up at all times while on the water.
- Sun protection and insect repellent should be available.
- Suitable clothing should be worn.
- Students must wear closed footwear that is securely attached and is able to get wet.
- Water conditions should be appropriate for the type of sailboat being used and the skill level of the group.
- All facilities should have designated sailing areas.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- Teacher(s) should have a minimum CYA Level I Learn-to-Sail certification (Green) to instruct sailing.
- Prior to water activities, students should be able to:
  - ☐ swim 100 m continuously any stroke without a personal floatation device (PFD).
  - ☐ tread water for three minutes without a PFD.
  - ☐ demonstrate the help/huddle position.
  - ☐ demonstrate comfort swimming while wearing a PFD
- Teacher/Instructor must postpone activity if there is an indication of inclement weather, severe enough to put student safety at risk.
- Students should follow acceptable behavioural guidelines while in the boats.
- Safety procedures and an emergency action plan should be clearly outlined to students (see Appendix C).

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- A trained individual responsible for providing first aid and transportation of injured students should be present during the entire outing.
- Vehicle for emergency purposes should be accessible.
- Certified instructors should be present to teach the course.
- Teacher must be present and accompany students to and from the facility.
- One motorized safety boat for every eight sailboats should be present.

Outdoor Education - Winter Tent Camping

SUGGESTED FOR GR. 7-12

WINTER TENT CAMPING is not recommended for Gr. K-6. Permission from a school superintendent or designate is recommended. In all instances, board policy/procedures should be followed.

Equipment/Facilities

- First aid kit should be stocked and accessible (with emergency blanket).
- Matches in waterproof containers should be kept in at least two places
- Teacher should bring a lightweight camp stove.
- Students should have a four-season sleeping bag or equivalent.
- Therma-rest/insulation pad for under cold weather sleeping bag should be used.
- All equipment should be checked prior to use.
- Teacher should ensure that an emergency communication system is accessible. Remember, cell phones do not work in Canadian Rocky Mountains.
- Suitable clothing and footwear should be used.
- Students should bring a dry change of clothing.
- Students should be informed of layering clothing principles.
- Each student should have a whistle or whistle-sounding device.
- Teacher should select facilities/sites based on the age and experience of students.
- Teacher should check site for dangerous overhanging dead trees.

Instructional Considerations

- Skills should be taught in proper progression.
- Heat loss principles should be taught.
- If lean-to camping, inspect ridge pole prior to occupancy.
- ‘Safe’ shelter building skills should be taught.
- Signed parent permission forms for participation are required.
- Students should be taught how to prevent, recognize, and treat hypothermia/frostbite.
- Students should be instructed in outdoor winter survival techniques.
- A systematic pattern for group travel and communication should be established.
- A complete trip itinerary should be left in the school.
- Supervisors should check heat sources and monitor their use.
- If in avalanche terrain, teacher must have appropriate knowledge of avalanche survival.
- Fire building skills should be taught.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- A trained individual responsible for providing first aid and transportation of injured students should be present during the entire outing.
- A supervisor should be designated to transport an injured student to the hospital e.g., teacher or parent. This should not be the supervisor in charge of the trip.
- Vehicle for emergency purposes should be accessible.
- Suggested guidelines:
  Distant overnight camping 1:8 ratio of qualified instructor/supervisor to students.
  Local overnight camping 1:15 ratio of qualified instructor/supervisor to students.

- Lead Instructors/supervisors must have previous winter camping experience.
- Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.
- See General Procedures for supervision.

Parachute Games

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Suitable clothing and footwear should be worn.
- Parachute should be in good condition.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- Games that involve any body part being put through the hole in the chute should not be played.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Racquet Games (Court) • Racquetball • Paddleball • Handball • Squash

SUGGESTED FOR GR. K-12

SQUASH is not recommended for Gr. K-6. Permission from a school superintendent or designate is recommended. In all instances, board policy/procedures should be followed.

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Racquets should have a good grip and be in safe playing condition.
- Racquetball and paddleball racquets must be equipped with a thong that is worn around the wrist.
- Playing area should be free from debris and obstructions and provide safe footing.
- Court boundary lines should be clearly defined.
- A safety procedure should be established for side-by-side courts.
- Hanging jewelry should not be worn.
- Suitable clothing and footwear should be worn.
- When playing on an enclosed regulation court, protective eye gear must be worn.
- Students wearing eyeglasses should wear appropriate eye protection, e.g., shatterproof glasses.
- Balls should be appropriate to the skill level of students, e.g., tennis foam balls or vinyl balls.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- Students should be informed of the importance of sun protection, if outside.
- Positioning and movement should be taught for singles and doubles.
- Code of etiquette for court play should be taught and enforced, e.g., not entering a court in use.
- When teaching skills, there should be adequate spacing for each studentto make a free and uninterrupted swing.
- Benefits of protective eye gear should be communicated to students.
- Spectators should not be allowed on the court.
- There should be no more than four players to a playing area for handball, paddleball and racquetball.
- For squash, only singles must be played unless a proper doubles court is available.

Supervision

- On-site supervision is recommended during set-up of equipment and initial instruction.
- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Racquet Games (Nets) • Tennis • Badminton • Pickleball • Paddle Tennis

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Racquets should have a good grip and be in safe playing condition.
- Playing area should be free from debris and obstructions and provide safe footing.
- Court boundary lines should be clearly defined.
- A safety procedure should be established for side-by-side courts.
- Hanging jewelry should not be worn.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- Activities/skills should be modified to the age and skill level of the students.
- Students should be informed of the importance of sun protection, if outside.
- Positioning and movement should be taught for singles and doubles.
- Code of etiquette for court play should be taught and enforced, e.g., not entering a court being used.
- When teaching skills, there should be adequate spacing for each student to make a free and uninterrupted swing.
- Benefits of protective eye gear should be communicated to students.
- No spectators should be allowed on the court.
- Court surfaces should be free of obstructions, e.g., ball not in use.

Supervision

- On-site supervision is recommended during set-up of equipment and initial instruction.
- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Ringette (Ice)

SUGGESTED FOR GR. 4-12

RINGETTE on an ice surface is not recommended for Gr. K-4. Permission from a school superintendent or designate is recommended. In all instances, board policy/procedures should be followed.

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Teacher should have access to a phone.
- Students must wear a CSA approved hockey helmet, facemask and skates.
- Goalies must wear a CSA approved hockey helmet and facemask.
- Students should only use regulation ringette sticks and rings.
- Sticks should be checked regularly for cracks and splinters.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- Body contact, stick-on-body contact, or stick-on-stick contact should not be allowed.
- A crease should be implemented for protection of the goalie.
- Other players' sticks should not be allowed in the crease.
- Players' sticks should remain below the waist at all times.
- All rules should be clearly outlined and enforced.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Rugby (Non-Contact)

SUGGESTED FOR GR. 4-12

TACKLE RUGBY is not recommended in the physical education activity setting. Permission from a school superintendent or designate is recommended. In all instances, board policy/procedures should be followed.

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Regulation rugby balls or footballs should be used.
- Playing area should be inspected regularly and free of debris and obstacles and provide good footing.
- Holes and severely uneven surfaces should be brought to the attention of the teacher and students; appropriate school officials should be notified.
- Condition of turf should allow for proper traction and impact absorption.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression, e.g., lead-up rugby games such as keep away, speedball, relays, clear outs, three ball, two ball, walking rugby.
- Games and activities should be based on skills that are taught.
- Students should be informed of the importance of sun protection and re-hydration.
- Rules should be modified to accommodate ability/age/physical development, e.g., seven aside or ten aside games are suitable to this age group.

Supervision

- Constant visual supervision is recommended during initial skill instruction.
- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Scoopball

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Goalie should wear a protective mask.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- Intentional contact should not be allowed, e.g., body-to-body or scoop-to-body.
- Teacher should stress student responsibility regarding the need for individual space.
- A crease should be implemented, if a goalie is used in a game situation.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Scooterboards

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Scooter boards should be in good repair, e.g., no cracks, broken off edges, or loose wheels.
- Suitable clothing and footwear should be worn.
- Long hair should be tied back if student is lying on scooter.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- Students should not be allowed to stand on scooter boards.
- Adequate room for a slow-down or run-off area in relay-type activities should be provided.
- Intentional scooter-to-scooter contact should be discouraged.
- In scooter soccer and scooter hockey, intentional scooter-to-scooter contact and high swings with legs and sticks should not be allowed.
- Running and diving onto scooterboards should not be allowed.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Skating (Ice)

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Teacher should have access to a phone.
- Students must wear a CSA approved hockey helmet, properly fitted skates, and gloves or mitts.
- Students should be informed of how to transport skates safely.
- Suitable clothing for the weather conditions should be worn.
- Before skating on outdoor ponds, ice safety must be determined. Teachers should contact local authorities for information.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- Activities should be appropriate to the skill level of the students.
- Students and parents should be made aware of the need for extra caution and control on the ice including common procedures such as skating in the same direction during a free skate.
- Teacher should discuss frostbite with students, and how to recognize and treat (outdoor skating).
- Parents should be informed (by letter – at the elementary school level only) of their child's involvement in skating, and the importance of wearing a helmet and proper hand covering (see Appendix A).
- Ice space should be divided to allow separate areas for varying skill levels, beginner to advanced.
- Teacher should stress skating technique - not speed - in all games, challenges, and drills.
- Activities should be taught only after students are able to start and stop safely.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Skiing (Alpine) • Snowboarding

SUGGESTED FOR GR. 4-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Teacher should have access to a phone.
- Bindings must meet with current approved guidelines, e.g., be in working order and set to the proper tension.
- When renting equipment, students must use boards, skis and poles of the proper length. Edges and bases must be in good repair.
- Boots and bindings must be thoroughly compatible.
- Students should wear wrist guards when snowboarding.
- Students should wear helmets when skiing or snowboarding.
- If equipment is borrowed, bindings should be inspected and adjusted on-site by a knowledgeable equipment technician.
- Only commercially operated ski facilities with suitable teaching areas (gentle slopes) should be used.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- Students should be informed of the ski area boundaries.
- Students should be taught the importance of skiing/snowboarding in control at all times.
- Long hair should be tied back or tucked in. Loose articles such as scarves, long hats or toggles should be removed or tucked in.
- Students should not engage in hot-dogging or jumping activities.
- Students should be familiar with Alpine Responsibility Code (including lift procedures), slope ratings and the role of the Ski Patrol.
- Teacher should discuss frostbite and hypothermia and how to recognize and treat.
- Parents must be informed (by letter) of their child's' involvement in skiing and be made aware of the importance of suitable clothing and equipment (see Appendix A).
- Students should wear appropriate cold-weather outdoor clothing, especially hand and head wear.
- Parents and students should be informed of the importance of sun protection (see Appendix A).
- Teacher should be aware of students with a history of medical ailments, e.g., asthma, seizures, heart conditions, and severe allergies.
- All students should be tested and grouped appropriately as determined by a qualified ski instructor. Those identified by the instructor as needing instruction must participate in a lesson.
- Students should ski in areas identified as appropriate by the qualified ski instructor.
- A buddy system should be used whenever appropriate.
- Teacher/Instructor must postpone activity if there is an indication of inclement weather, severe enough to put student safety at risk.

Supervision

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- A supervisor should be designated to transport an injured student to the hospital e.g., teacher or parent. This should not be the supervisor in charge of the trip.
- Vehicle for emergency purposes should be accessible.
- Suggested guidelines:
  1:15 ratio (Gr. 4-6) of certified instructor/supervisor to students.

1:20 ratio (Gr. 7-9) of certified instructor/supervisor to students.
1:30 ratio (Gr. 10-12) of certified instructor/supervisor to students.

- Teacher or supervisor should establish check-in times during the day, for all students.
- Supervisors' duties should be clearly outlined, i.e., circulating to all areas that students are using for skiing and snowboarding.

Skipping (Rope)

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Ropes of appropriate length for size and ability of students should be used.
- Area should be free of obstructions.
- Students should wear suitable clothing and footwear, i.e., no bare feet.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Soccer • Soccer-Baseball • Crab Soccer

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Playing area should be inspected regularly and free of debris and obstacles and provide good footing.
- Holes and severely uneven surfaces should be brought to the attention of the teacher and students; appropriate school officials should be notified.
- There should be sufficient turf for proper traction and impact absorption.
- Suitable footwear and clothing should be worn.
- Indoor soccer ball should be used for indoor soccer; Nerf soccer ball should be used for low organized games.
- Goalie should wear gloves.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- Students should be informed of the importance of sun protection and re-hydration.
- Slide tackling should not be used in activity.
- Tackling from behind should not be allowed.
- Any student with a playing cast should provide a doctor's note or parent/guardian signed permission indicating it is safe for him/her to participate.
- Time spent on heading drills should be limited. Heading drills should not be taught at the elementary school level.
- A goal crease should be established for indoor soccer, and no other player except the goalie should be allowed in the crease.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Softball • T-ball

SUGGESTED FOR GR. K-12

Softball, Lead-Up Games, e.g., Soccer-Baseball, Volley-Baseball, Scrub

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Bats should be free of cracks and have a proper grip.
- Aluminum bats should have adequate grip.
- Slow pitch balls or restricted flight balls only should be used.
- If using a regulation softball, batters and base runners should wear helmets, and fielders should wear gloves.
- Field of play should be located away from open roadways.
- If more than one activity is underway, ensure safe distance between activities.
- Playing area should be inspected regularly and free of debris and obstacles and provide good footing.
- Holes and severely uneven surfaces should be brought to the attention of the teachers, coaches, convener, students, and officials; appropriate school officials should be notified.
- There should be sufficient turf for proper traction and impact absorption.
- Metal and compound cleats must not be worn.
- Molded baseball cleats or running shoes may be worn.
- Suitable clothing and footwear should be worn.
- For soccer-baseball or volley-baseball, do not use bat.
- Catcher's mask and chest protector should be worn for softball and T-ball.

Instructional Considerations

- Skills should be taught in proper progression.
- Games should be based on skills that are taught.
- Students should be informed of the importance of sun protection.
- Students should be taught to lay down or drop the bat after hitting, and to not release it during the follow-through of the swing.
- Non-fielding players should stand well back of the batter's box or behind a screen or fence. (Keep fingers away from the screen.)
- A commit line should be used at home plate.
- If an umpire is used, he/she should not be positioned behind home plate. He/she should stand behind the pitcher, behind the screen or outside the baselines.
- Back catcher should be located a safe distance behind home plate. A back catcher is not intended to catch the pitch but rather to retrieve the ball. Only a back catcher (not a catcher) should be used for in-class activity softball.
- Back catcher should wear a facemask.
- Bats should be stored behind backstop when not in use.
- Students should not be allowed to slide into bases.
- Force play rule at all bases, including home plate should be used.
- Students should be taught to use proper grip (not cross-handed) when batting.
- Proper catching gloves should be worn.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Table Tennis

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Teacher should ensure that there is room for mobility around tables.
- Floor surface should be smooth, level and dry.
- Playing area should be free of obstacles.
- Table tennis table(s) should be in good condition.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- Teacher should establish a careful routine for set-up and dismantling of tables.

Supervision

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- On-site supervision is recommended during set-up and dismantling of tables.

Team Handball • Tchoukball

SUGGESTED FOR GR. 3-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Regulation team handball nets should be safely stored when not in use.
- Goals that are not fastened to the floor or wall should be used.
- Ball hockey nets may also be used as goals.
- Playing area should be free from debris and obstructions, and provide safe footing.
- Suitable clothing and footwear should be worn.
- Gymnasium or flat grassed surface can be used.
- A Nerf, rhino skin, poof or other foam filled ball should be used (ideal size 5 ½ in.) for Gr. 3-6 and instructional purposes for Gr. 7-9.
- Inflated regulation balls should be used for Gr. 10-12 and for extra curricular Jr. High activities.
- Mini handball goals, wall mats, floor/ball hockey nets, or pylons should be used for Gr. 3-6.
- Regulation handball nets should be used for Gr. 7-12 or improvise with a safe alternative, e.g., wall mats.
- Teacher should inspect the facility for safety prior to use, e.g., loose clothing on the floor, faulty equipment.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- Body contact should not be allowed.
- Crease area should be clearly identified.
- Only the goaltender is allowed in the crease area.
- Activities and rules should be modified based on the age and skill level of students and availability of facilities and equipment, e.g., rules for Gr. 3-6 are different for Gr. 7-12 and are available from the Alberta Team Handball Federation.
- Reduced size teams, e.g., five or six per side, may be considered along with playing cross courts by more teams at the same time.
- Drills should be organized to minimize the risk of being hit with an inflated ball.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Tennis

SEE PAGE 79

Tetherball

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Tetherball should be in good repair, with properly working connections at ball and at pole.
- Rope should be in good repair and without excessive fraying.
- Teacher should check pole periodically - a pole with a severe lean or loose at the base must be repaired.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- Tetherball poles should be situated away from traffic areas and areas where other games are played, e.g., volleyball, four square, basketball.
- Tetherball games should not be played in slippery, wet conditions.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Tobogganing

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Teacher should have access to a phone.
- Toboggan must be in good repair with no jagged edges.
- Flying saucers, tubes and crazy carpets should not be used.
- Suitable clothing and footwear should be worn.
- Students should be informed of the boundaries for activity.
- Teacher should consider the following conditions when choosing a site: sun, wind, wind chill and snow conditions as well as suitability of terrain. An appropriate site should have proximity to warmth, food and other facilities.
- Snow should be packed, but not icy, with a grade of incline no greater than 30 degrees.
- Hill, and run out section at bottom of hill, should be free of hazards, e.g., trees, traffic.
- Run out should be adequate for safe stopping.
- Area should be designated a "tobogganing area".
- Top of slope should have a level take-off/launch area.
- The steeper the slope angle, the shorter the slope length should be.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- Teacher should inform students about frostbite and hypothermia and how to recognize and treat.
- Parents and students should be informed of the importance of sun protection.
- Emergency procedures should be established and communicated to students.
- Students must not stand on toboggans. They should be seated or kneeling.
- Students should not be allowed to push others or run up sliding area.
- There should be a safe distance between descending toboggans.
- Students should not be allowed to jump in front of descending toboggans.
- Toboggans should not be overloaded. Teacher should ensure an appropriate number of children are on each toboggan.
- A safe procedure for students to clear bottom area and to return to top of hill should be established.
- Teachers should be aware of students with a history of asthma and other respiratory problems.
- Parents should be informed if this is an off-site activity.
- Students should not be allowed to ride toboggans over jumps or obstacles.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Triathlon

SUGGESTED FOR GR. 7-12

Equipment/Facilities

- First aid kit must be stocked and accessible.
- Regular inspection of bicycles should be done to ensure that they are in proper working order prior to use.
- Teacher should have access to a phone.
- Bicycle size should be appropriate for the student.
- Correctly fitting approved bicycle helmets must be worn, i.e., CSA, Snell, or CPSC.
- School or Community pools should be used. Backyard pools and lake sites must not be used.
- Teacher should choose routes carefully in terms of length, road surface, and frequency or speed of traffic.
- Teacher should remember that, when setting the course, right turns are safest.
- Bathing suits should be worn for swimming.
- Suitable clothing and footwear should be worn, e.g., running shoes.

Instructional Considerations

- Skills should be taught in proper progression.
- Parents and students should be informed of the importance of sun protection and proper hydration.
- Students should train with a partner in all three events.
- Students should be aware of emergency procedures (see Appendix C).
- A record of students running and cycling, and the route they will be traveling, should be left in the school with the appropriate staff.
- Attendance should be taken before and after each activity.
- Teacher should modify length of routes and swims to accommodate training and differences in age, ability, and physical development.
- Teacher must consider weather conditions when training, e.g., wind, cold, rain and heat.
- Students should be made aware of the value of wearing wetsuits to prevent hypothermia.
- Students should be made aware of the importance of eye protection for cycling and running.
- Students with medical problems should not be involved in this vigorous type of training.

Supervision

- In-the-area supervision for cycling and running is recommended following initial skill instruction and after all safety concerns have been emphasized.
- On-site supervision by qualified lifeguards is required during the swimming portion following initial skill instruction and after all safety concerns have been emphasized.
- A trained individual responsible for providing first aid to injured students should be present during the entire activity.
- Rules of municipal/local pool must be adhered to.
- Adequate fluid stations should be made available for students.

Track and Field • Discus

SUGGESTED FOR GR. 7-12

DISCUS is not recommended for Gr. K-6. Permission from a school superintendent or designate is recommended. In all instances, board policy/procedures should be followed.

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Wood/metal (outdoor), rubber (indoor) discus, or rubber deck ring should be of a size appropriate for the age and strength of the student.
- Discus should not be cracked, chipped or otherwise damaged, and checked regularly.
- Throwing area should be free of obstacles and completely closed to traffic, e.g., other activities must not be located in the area where discus is taking place.
- The landing area should be well marked and void of people during the activity.
- The discus circle/area should provide safe footing.
- When conditions are wet:
  - provide more landing area as implements can slide farther on a wet surface, and
  - position all people out of all possible lines of flight as implement may slip out of thrower's hand more easily under these conditions.
- Towel or rag should be available for drying the discus.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- Parents and students should be informed of the importance of sun protection and proper hydration.
- Safe throwing and retrieving procedures should be taught and enforced.
- Alternate screening (e.g., baseball backstop) should be used when appropriate throwing cage is not available.
- Students should be in a designated safe zone, when not throwing discus.
- Students should be allowed to select the type/size of discus that feels most comfortable to hold and throw.
- All disci should be transported safely to and from throwing area.
- A towel/rag should be used to dry wet disci.
- Throwers only should have a discus.
- Students should not be allowed to turn (spin) more than 90 degrees in the throwing action.
- Discus must only be thrown in one direction, free of traffic.

Supervision

- Constant visual supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Track and Field • High Jump

SUGGESTED FOR GR. 4-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Landing area should be appropriate for the age, size and skill level of the students, and adequately covered with a minimum of one landing mat - minimum size 1.5 m x 3 m x 60 cm (5ft. x 10ft. x 24 in.) mat for secondary students doing back layout technique.
- Standard gymnasium mats should be placed around the landing surface with no gaps and cover the bases.
- Two jumping pits used side by side should be securely fastened together, and be of the same thickness and compaction rating.
- Fiberglass or alternative crossbars (e.g. elastic) are recommended during in-class activities.
- Metal crossbars should not be used.
- Crossbars should be inspected for cracks before use.
- Standards should be weighted at base so they do not tip over easily.
- Landing mats should be inspected regularly for damage.
- Indoor and outdoor approach area should be clear, smooth, dry and traffic-free.
- For indoor jumping, the floor should provide a suitable surface to prevent slipping.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Parents and students should be informed of the importance of sun protection and proper hydration.
- Bar monitors should stay in front and off to the side of standards at all times.
- Short, controlled approaches should be taught.
- If a student is using the "flop" style, encourage take-off closer to the nearest upright on approach.
- Landing mats and velcro mats should be firmly secured and should not slide when landed on. Teacher should frequently check and fix position of mats.
- Observe proper lifting technique (using legs and keeping back straight) while moving heavy high jump mats.

Supervision

- Constant visual supervision is recommended for initial skill instruction.
- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Track and Field • Hurdles

SUGGESTED FOR GR. 7-12

HURDLING at high hurdle height (above 30"), is not recommended for Gr. K-6. Permission from a school superintendent or designate is recommended. In all instances, board policy/procedures should be followed.

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Hurdles should be inspected to ensure stability and that there are no splinters, cracks or other hazards.
- Activity area should provide a clear flat surface with good traction.
- Teacher should use 'scissor' hurdles, light hurdles or loose crossbars for activity room instruction.
- Suitable clothing and footwear should be worn, i.e., no track spikes.

Instructional Considerations

- Skills should be taught in proper progression.
- Parents and students should be informed of the importance of sun protection and proper hydration.
- Students should be instructed on how to set up hurdles so that knocked hurdles will not resist their fall.
- When students take turns, teacher should ensure they do not follow too closely behind each other.
- Heights and distances should be modified to accommodate different ability levels.
- Students must run in one specified direction.

Supervision

- Constant visual supervision is recommended for initial skill instruction.
- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Track and Field • Javelin

SUGGESTED FOR GR. 10-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Javelin-type implements (e.g. regulation javelin, Turbo javelin or wooden dowel) should be of appropriate size, weight and material for students.
- Landing area should be well marked and void of people during activity.
- Throwing area should be free of obstacles and provide safe footing.
- When conditions are wet:
  - provide more landing area as implements can slide farther on a wet surface, and
  - position all people out of all possible lines of flight as implement may slip out of thrower's hand more easily under these conditions.
- Throwing area should be clearly marked with a designated safe zone for spectators behind the throwing area.
- Suitable clothing and footwear should be worn.
- Towel or rag should be available to dry the implement.

Instructional Considerations

- Skills should be taught in proper progression.
- Parents and students should be informed of the importance of sun protection and proper hydration.
- Safe routines should be established for transporting implements to and from throwing area (e.g. implements should NEVER be thrown or played with while they are being carried to or from the throwing area) and for the throwing and retrieving of the javelin-type implements.

Supervision

- Constant visual supervision is recommended.
- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Track and Field • Pole Vault

NOT RECOMMENDED

POLE VAULT is not recommended in the physical education activity setting. Permission from a school superintendent or designate is recommended. In all instances, board policy/procedures should be followed.

Track and Field • Shot Put

SUGGESTED FOR GR. 7-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Shot should be of appropriate size,weight and material for students (e.g., softballs, other types of light ball).
- Only shots designed for indoor use should be used in the gymnasium.
- Landing area should be well marked and void of people during activity.
- Putting area should be free of obstacles and provide safe footing.
- When conditions are wet:
  - provide more landing area as implements can slide farther on a wet surface, and
  - position all people out of all possible lines of flight as implement may slip out of thrower's hand more easily under these conditions.
- Putting area should be clearly marked with a designated safe zone for spectators behind the putting area.
- Suitable clothing and footwear should be worn.
- Towel or rag should be available to dry the shot.

Instructional Considerations

- Skills should be taught in proper progression.
- Parents and students should be informed of the importance of sun protection and proper hydration.
- Safe routines should be established for transporting shots to and from the putting area (e.g. shots should NEVER be thrown or played with while they are being carried to or from the throwing area) and for putting and retrieving of shots.
- Standing shot put technique only (no spin) should be taught.

Supervision

- Constant visual supervision is recommended for initial skill instruction.
- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Track and Field • Track Events

SEE BELOW

Sprints	*(Suggested for Gr. K-12)*
400 m	*(Suggested for Gr. K-12)*
800 m	*(Suggested for Gr. 1-12)*
1500 m	*(Suggested for Gr. 3-12)*
3000 m	*(Suggested for Gr. 4-12)*
Relays	*(Suggested for Gr. K-12)*

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Plastic or aluminum batons should be used for relays.
- Students running off-site for practice should use an approved route.
- Tracks should be inspected regularly and maintained as necessary.
- "Blacktop" strips and open fields may be used if areas are suitable, smooth, clean, level and provide safe footing.
- Run out areas should be in place for all running events.
- Suitable clothing and footwear should be worn, e.g. spikes of any kind should not be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- For distance running practice, length of route should be appropriately modified for the age and ability level of students - taking into account:
    - temperature of the day;
    - previous training and length of preparation.
- Parents and students should be informed of the importance of sun protection and proper hydration (see Appendix A).
- Students should be made aware of field events while practicng on the track.
- Where school hallways or stairways are used for indoor running, appropriate safety measures should be in place including:
    - side doors should not open into running area.
    - hallway protrusions should be clearly marked.
    - school community should be informed of times and locations of indoor running.
    - hall double doors should be secured open.
    - monitors should be positioned at corners.
    - floor surface should be dry and provide good footing.

Supervision

- On-site supervision is recommended for sprints and relays.
- In-the-area supervision is recommended for middle distances (400 m, 800 m and 1500 m).
- When running the above distances, students should run in pairs or groups.

Track and Field • Triple Jump • Long Jump

SEE BELOW

Triple Jump *Suggested for Gr. 7-12*
Long Jump *Suggested for Gr. K-12*

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Rake and shovel should be kept away from the landing pit and run up area when not in use.
- Rake, shovel, or spade should be free of splinters.
- Activity area should provide a clear flat surface with good traction.
- Take-off area should be firm, flat and swept if "blacktop". Boards must be firmly attached.
- Landing area should be well raked and free of debris.
- Pit should be filled with sand to a depth of 30 cm to meet International Amateur Athletic Federation (IAAF) specifications.
- Pit should be a minimum width of 1.8 m and it must be long enough to accommodate the longest jumper. There should be a maximum of 0.50 m between takeoff board and front edge of pit.
- Landing pitit should be maintained throughout the season and after any heavy rain.
- Landing pits should not be located in high traffic areas or near other activity sites, e.g., ball diamonds.
- Suitable clothing and footwear should be worn, e.g.., no spikes of any kind.

Instructional Considerations

- Skills should be taught in proper progression.
- Students should be informed of the importance of sun protection and re-hydration.
- Students should refrain from jumping if there are slippery conditions.
- A jumping procedure should be established, e.g., remove a cone from the take-off board when ready.
- Students should be trained to rake,
  - ☐ remove rake before the next student begins their approach and hold rake prongs downward.
  - ☐ begin raking after student is out of the pit.
  - ☐ rake sand into the middle as opposed to out to the sides.

Supervision

- Constant visual supervision is recommended during initial skill instruction.
- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Ultimate Frisbee

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Disc size should be suited to the ability level of students and the wind condition of the day, e.g., soft (cloth) disc, heavy discs.
- Suitable clothing and footwear should be worn, i.e., no metal cleats.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught and wind conditions.
- Body contact should not be allowed.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Volleyball • Newcombe Ball
Beach Volleyball

SUGGESTED FOR GR. K-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Standards should be stored in a safe manner.
- Nets should have no exposed frayed wires.
- Standards should be padded - including cranks and supports, from the floor up to the bottom of the net.
- Gymnasium should be free of hazards, e.g., equipment and furniture in corners/on sidelines.
- Floor plugs must be replaced when standards are removed.
- Students should not climb standards, but should use a chair or other apparatus to assist with placing net.
- Playing surface should provide good traction.
- When possible, guy wires should not be used to support standards to the wall or ground.
- Antennae should be flush with the bottom of the net.
- Ball should be appropriate for age and ability of students.
- Outdoor volleyball courts should provide safe footing.
- Beach volleyball courts should have a sufficient amount of sand so that there are no bare or hard dirt areas.
- Suitable clothing and footwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Students should be instructed in set-up and take-down of nets.
- Games and activities should be based on skills that are taught.
- Diving should not be included as part of program for elementary school students.
- Drills should be organized to minimize the risk of being hit with an errant ball.
- Activities/rules should be modified to the age and ability level of the students.

Supervision

- On-site supervision is recommended during initial lessons and when setting up equipment.
- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Constant visual supervision is recommended if students are involved in setting up and putting away poles.

Wall Climbing

SUGGESTED FOR GR. 3-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Ropes and associated climbing equipment designed specifically for wall climbing must be used.
- A correct base anchor plate belay system or belay off the harness, incorporating a mechanical belay system must be used, e.g., Gri Gri; stitch plate, ATC, or Tuber type of belay device.
- Climbing area must be appropriate for skill level of the students.

Instructional Considerations

- All students must receive formal instruction.
- Skills should be taught in proper progression.
- Lead climbing or protection placement by students must not be allowed.
- Emergency action plan must be communicated to students (see Appendix C).
- Safety procedures must be clearly outlined to students.
- Teacher/instructor should be familiar with the climbing facility.
- Teacher should have access to completed medical forms.
- Instructor should inspect all equipment prior to climbing activity.
- Students should be allowed to select the challenge of their choice, as long as they do not exceed their own limits.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- A trained individual responsible for providing first aid to injured students should be present during the entire activity.
- Suggested guideline 1:10 ratio of certified instructor to students.
- Teacher must accompany students to the site and remain on-site during instruction if a person other than the teacher is doing the instructing.

Waterpolo

SUGGESTED FOR GR. 7-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Regulation safety equipment should be used, e.g., ring buoys, reaching poles, spinal boards.
- Teacher must have access to a phone.
- School or Community pools should be used. Backyard pools and lake sites must not be used.
- Appropriate swimwear should be worn.
- Device to keep hair out of the students' eyes should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught.
- Teacher/instructor should be informed of students with medical problems that may affect their safety in the water.
- Students should meet a minimum swimming level, e.g., swimming 100 m any stroke and tread water for three minutes.
- Fingernails and toenails should be closely trimmed.
- Rules should be modified to accommodate age and ability of participants.
- Students should adhere to the following regulations:
  - ☐ no running or pushing on deck
  - ☐ no gum chewing
  - ☐ no food in pool area
  - ☐ stay clear of diving area
  - ☐ do not dive into shallow end
  - ☐ no shoes on deck.
- Students should take showers before entering the pool.
- Parents should be informed when students go to a pool off school campus.
- Emergency procedures should be outlined to students prior to entering the water (see Appendix C).
- Students with infected cuts or sores should not be in the pool.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Suggested guideline 1:25 ratio per qualified National Lifeguard Service (N.L.S.) lifeguard/instructor.

Weight Training

SUGGESTED FOR GR. 7-12

Note: Gr. 7-9 restricted to light weights with high repetitions only

Equipment/Facilities

- First aid kit should be stocked and accessible.
- All equipment should be checked before use and repaired as necessary.
- Weight room should be locked when unsupervised.
- Floor below free weight activities should provide sufficient traction so weights do not slide or roll.
- Weights not in use should be stored on appropriate racks, and in such a way that they do not present a safety hazard.
- Suitable clothing and footwear should be worn, i.e., no sandals.

Instructional Considerations

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- Students must be instructed in the proper lifting techniques, safety procedures and program progressions that are reflective of the student's weight, skill and age.
- Free weight plates should be secured in place before use.
- A buddy system must be used when lifting free weights over body.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Student workouts must be with a partner.

Windsurfing

SUGGESTED FOR GR. 7-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Wind surfboard should be in properworking condition.
- All participants must wear an approved PFD.
- Suitable swimwear should be worn.

Instructional Considerations

- Skills should be taught in proper progression.
- Prior to water activities, students should be able to:
  - ☐ swim 100 m continuously any stroke
  - ☐ tread water for three minutes
  - ☐ put on a lifejacket in the water
  - ☐ demonstrate the help/huddle position.
- Students should be familiar with emergency procedures and self-rescue skills related to the facility.
- Students should be familiar with basic first aid and hypothermia. Teacher/Instructor should be aware of, and consider, weather and water conditions.
- 1:20 ratio in partners (Gr. 7-12).
- A motorized rescue craft must be accessible.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Suggested guideline 1:25 ratio of qualified National Lifeguard Service (NLS) lifeguard/instructor to students.
- Each instructor should supervise only one activity or group.

Wrestling

SUGGESTED FOR GR. 4-12

Equipment/Facilities

- First aid kit should be stocked and accessible.
- Wrestling mats or general utility mats should be used:
  - ☐ ensolite 3.8 cm (1 ½ in.), 3.1 cm (1 ¼ in.), or 2.5 cm (1 in.);
  - ☐ trocellen 5.1 cm (2 in.);
  - ☐ ethefoam 3.8 cm (1 ½ in.);
  - ☐ sarneige 3.8 cm (1 ½ in.);
  - ☐ mats of equivalent compaction rating.
- Mats should be attached together or aligned so separation does not occur.
- Mat surfaces should be checked regularly for irregularities and cleaned with bleach prior to use.
- Area surrounding mats must be free of obstruction/hazards.
- Suitable clearance should be allowed from the edge of wrestling area to the surrounding walls. If clearance from wrestling area is less than 2 m (6 ½ ft.), walls should be padded.
- Eyeglasses should not be worn when wrestling.
- Suitable clothing should be worn, i.e., appropriately sized singlets.
- Wrestling shoes or other appropriate footwear must be worn, e.g., no sharp edges, lace tips.

Instructional Considerations

- Skills should be taught in proper progression, i.e., should proceed from parterre "down" to "standing" moves.
- Parterre "down" wrestling recommended for Gr. 4-6.
- Warm-up activities should emphasize conditioning and flexibility.
- Students should be informed of rules pertaining to illegal moves.
- Students should wrestle with partners of similar weight and/or strength.
- Fingernails should be closely trimmed.
- Students with communicable skin conditions must not wrestle.
- Universal precautions (e.g., using impermeable gloves) should be followed when dealing with situations involving blood and other bodily fluids. (See Appendix M).
- Students should not be allowed to "bridge" on head or neck as a warm-up drill.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Appendices

The following appendices provide sample forms, checklists, plans, precautions, policies, letters, and contacts for teacher use. Teachers should customize each to satisfy the needs of the school board and students relative to physical activity-specific needs, risk levels and safety concerns.

APPENDIX A

Sample Letter to Parents/Guardians

The information requested on this form is collected pursuant to the School Act, notably Section 18, and the Freedom of Information and Protection of Privacy (FOIPP) Act. Information acquired through this form is restricted to Division personnel responsible for administering and teaching physical education programs. It is to be used for identifying possible safety and risk of injury concerns that may be associated with certain physical activities.

Dear Parent/Guardian:

Vigorous physical activity is essential for normal, healthy growth and development. Growing bones and muscles require not only good nutrition, but also the stimulation of vigorous physical activity. Active participation in games, dance, gymnastics, individual and outdoor pursuits provide opportunities for students to gain the confidence necessary to pursue a physically active lifestyle. Physical education helps them understand and make decisions regarding personal fitness as well as develop an appreciation for the value of physical activity in their daily lives.

Individual schools should highlight various curricular Physical Education topics and identify unique programs that take students into the immediate community, e.g., cross-country running and skating are important components of the physical education program (this does not include downhill skiing etc. which are bus trips requiring parent/guardian consent forms). Please be advised that these activities will take your child off the school grounds. Supervision will be provided.

Schools should identify examples of intramural activities that may be offered to students during the school year.

SAMPLE

It is important that your child participate safely and comfortably in the physical education program. In your child's best interests we recommend the following:

a) An annual medical examination.
b) Appropriate attire for safe participation (T-shirt, shorts or track pants and running shoes). Hanging jewelry must not be worn. Jewelry which cannot be removed and which presents a safety concern must be taped.
c) The wearing of an eyeglass band and/or shatterproof lens if your child wears glasses - that cannot be removed during physical education activities.
d) The wearing of sun protection for all outdoor activities.
e) Safety inspection, at home, of any equipment brought to school for personal use in activity, e.g., skis, skates, helmets, etc.

Please complete the attached medical information form and have your child return it to his/her teacher. If you require further information, please contact the school.

Elements Of Risk Notice

There is an element of risk in every athletic activity. The safety and well-being of students is a prime concern and attempts are made to manage the foreseeable risks inherent in physical activity by taking appropriate precautions. However, due to the very nature of some activities, the risk of injury may increase. Injuries may range from minor sprains and strains to injuries more serious in nature.

Medical Information Form

Name of Student: ____________________

Grade: ______ Student's Alberta Health Care Number (optional): ____________

Teacher: ____________________

Family Physician: ____________________ Phone: (___) __________

Family Contact Person: ____________________ Phone: (___) __________

I would like to inform the school about these facts pertaining to my child's physical/medical condition related to his/her participation in Physical Education Curricular and Intramural Programs.

Please indicate (check the box) if your son/daughter/ward has been subject to any of the following and provide pertinent details:

- ☐ epilepsy
- ☐ diabetes
- ☐ orthopedic problems (i.e., knee)
- ☐ cardiovascular conditions (heart / blood pressure)
- ☐ asthma, allergies
- ☐ head or back conditions or injuries (in the past two years)
- ☐ arthritis or rheumatism
- ☐ chronic nosebleeds
- ☐ dizziness
- ☐ fainting
- ☐ headaches, concussions
- ☐ dislocated shoulder
- ☐ hernia
- ☐ swollen, hyper-mobile or painful joints

SAMPLE

Pertinent details:

____

____

____

What medication(s) should the participant have on hand during the sport activity?

____

____

What medication(s) should the student have on hand during the activity?________________________

Who should administer the medication? ____

I, the parent, give permission for the teacher to administer this medication(s) to the student as directed or needed.

Signature: ____

Or

Although the student can under normal circumstances administer his/her own medication, I, the parent, give permission for the teacher to administer the medication if an injury/illness prevents the student from doing so themselves.

Signature: ____

Does your son/daughter/ward wear a medic alert bracelet ______, neck chain ______, or carry a medic alert card? ____

If yes, please specify what is written on it:

____

Does your son/daughter/ward wear eyeglasses or contact lenses? If yes, please specify.

____

Other relevant medical condition(s) that will require modification of the program, or specific activities that your child should not participate in (please provide medical reason):

____
____

I acknowledge that the information I have provided is correct and give consent to the school to use the above information for the purposes described above for the 20__-20__ school year.

SAMPLE

Parent/Guardian Signature: ____
Date: ______________________

FREEDOM OF INFORMATION NOTICE

The information provided on this form is collected pursuant to the Board's education responsibilities as set out in the School Act and its regulations. This information is protected under the Freedom of Information and Protection of Privacy Act and will be utilized only for the purposes related to the Board's Policy on Risk Management. Any questions with respect to this information should be directed to your school principal.

APPENDIX B

First Aid Kit Contents

The following is a sample first aid kit that has been designed for use with sport and recreation activities. Having an athletic first aid kit on-site and accessible is essential no matter what activity you are involved in; being prepared with the necessary supplies will increase the likelihood of a safer activity. This list is not meant to be all-inclusive, but is meant to provide an idea of the variety of supplies that are needed depending on the athletic activities involved and the number of participants. Quantities of items are kept small to ensure that the kit is not over-packed, however, these supplies must be replaced and the kit restocked after each use.

Athletic First Aid Kit

CPR Face Shield	1
Latex or Vinyl Gloves	6 pairs
Disinfectant Wound Cleaner (i.e., Savlon)	1 bottle
Saline Solution	1 bottle
Skin Lubricant (i.e., Skin Lube)	1 tube
Plastic Bags for Ice	10
Utility Scissors	1 pair
Bandage Scissors	1 pair
Tweezers	1
Nail Clippers	1
Penlight	1
Safety Pins	10
Adhesive Bandages, individually wrapped	40
Triangular Bandages (Slings)	3
Would Closure Strips (i.e., Steri Strips)	2 pkgs.
Sterile Gauze Pads, 3" x 3"	10
Sterile Non-Adherent Gauze Pads	5
Rolled Gauze, 3" width	2 rolls
Athletic Tape (white rayon, 1 ½ " width)	5 rolls
Elastic Tape (3" width)	2 rolls
Underwrap Foam (i.e., Prowrap)	2 rolls
Tensor Bandages, 4" width	2
Tensor Bandages, 6" width	2
Moleskin	2 sheets
Adhesive Felt and/or Foam	2 sheets
Tape Adherent (i.e., Tuf Skin), 4 oz. Can	1
Anti-friction Pads (heal and lace pads)	20
Alcohol Preps or Antiseptic Towelettes	10
Sterile Tongue Depressors	10
Sterile Cotton Swabs	10
Antibacterial Ointment or Cream (i.e., Polysporin)	1 tube
Hand Sanitizer	1 bottle
Analgesic Balm	1 jar
Sunscreen	1 bottle
Tape Cutter (i.e., Shark)	1
Pad of Paper and Pen	1
Clean Blankets or Towels	
Athlete Information Cards	

Athletic first aid kits and supplies are available from the Sport Medicine Council of Alberta (SMCA). For more information, call (780) 415-0812 or visit their web site at www.SportMedicineCouncilofAlberta.ca

APPENDIX C

Sample Emergency Action Plan

Given that there is an element of risk in all physical activities, an encounter with an injury is very possible. Recognizing this fact, it is necessary to establish a plan of action for dealing with an injury when it occurs. The key to the **Emergency Action Plan** is getting professional care to the injured student as quickly as possible and managing the situation until medical personnel arrive. For that to happen efficiently and effectively, you should be prepared with an **Emergency Action Plan**. The following is a sample:

You should know the following information:

1) Location and access to the first aid kit
2) Location and access to a phone
3) Phone number of ambulance and hospital
4) Directions, phone number and access routes to facility, e.g., gymnasium, pool, arena
5) Directions and best access routes to hospital
6) The whereabouts of a suitable and available means of transportation.

When an injury occurs:

1) Initially, when coming in contact with the injured student, take control and assess the situation. Exercise universal precautions related to blood/body fluids (see Appendix M).
2) Keep in mind the following:

- DO NOT MOVE THE INJURED STUDENT.
- IF A STUDENT CANNOT MOVE BY HIMSELF/HERSELF, DO NOT MOVE THE BODY PART FOR HIM/HER.

SAMPLE

3) Instruct any bystanders to leave the injured student alone.
4) Do not remove the student's equipment unless emergency treatment is required, e.g., cardiopulmonary resuscitation (CPR) or artificial respiration (AR).
5) Assess the injury. Evaluate the severity of the injury and decide if further assistance is required.
6) If an ambulance is not needed, then decide what action is to be taken to remove the injured student from the playing surface.
7) If an ambulance is required:
    a) Request assistance from another person
    b) Have this person call an ambulance with the following information:
        i. the nature of the emergency
        ii. precise location, including address and access routes, e.g., closest cross streets
        iii. the phone number of your location
    c) Report back to confirm that the call has been made and give estimated time of ambulance arrival
    d) Have one person go to the access entrance and wait for the ambulance

8) Once the call has been placed, observe the injured student carefully for any change in condition and try to reassure the injured student until professional help arrives.

9) Do not provide the injured student with food or drink, unless otherwise indicated by situation, e.g., diabetes, hypothermia, and dehydration.

10) Stay calm. Speak reassuringly.

11) When ambulance attendants arrive, describe what happened, how it happened and what has been done. Inform them about any related medical problems or past injuries of the student, if known.

12) The **teacher/coach should designate an adult** to accompany the injured student to the hospital to help reassure him/her and provide the relevant medical history and injury circumstances to the physician.

13) **The parent/guardian of the injured student must be contacted** as soon as possible after the injury.

14) Complete an accident/incident report and file with appropriate board official and school administrator.

15) Establish emergency communication procedures for off-site or after school outdoors activities, e.g., cellular phone.

Note: each first aid kit should have an Emergency Protocol Card (see following page for sample Emergency Protocol Card)

SAMPLE

Each first aid kit should have an Emergency Protocol Card for respondents to use in dealing with an emergency situation. It should also be posted by all phones near the area of activity. This information should be conveyed to emergency personnel over the phone if an accident occurs:

Emergency Protocol Card

1. Dial the Emergency Phone Number, e.g., **911** or ______________________
2. Give the specific address of facility and location of access doors:
   ____
   ____
3. Give them specific instructions/directions to location of casualty
4. Tell them the nature of the injury
5. Report back to the teacher/coach
6. Meet ambulance

SAMPLE

Other Emergency Numbers

Hospital ______________________________

Police ______________________________

Fire Department ______________________________

Poison Control Centre ______________________________

APPENDIX D

K-12 Physical Education Program of Studies

Physical Education
Kindergarten to Grade 12
Curriculum Model

The aim of the Kindergarten to Grade 12 Physical Education Program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

General Outcome A

Activity

***Students will* acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment, e.g.., aquatics and outdoor pursuits.**

- Basic Skills; Locomotor; Non-locomotor; Manipulative
- Application of Basic Skills in an Alternative Environment; Aquatics and Outdoor Pursuits; Dance, Games, Types of Gymnastics, Individual Activities

General outcomes B, C and D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.

General Outcome B

Benefits Health

***Students will* understand, experience and appreciate the health benefits that result from physical activity.**

- Functional Fitness
- Body Image
- Well-being

General Outcome C

Cooperation

***Students will* interact positively with others.**

- Communication
- Fair Play
- Leadership
- Teamwork

General Outcome D

Do it Daily ... for Life!

***Students will* assume responsibility to lead an active way of life.**

- Effort
- Safety
- Goal Setting/Personal Challenge
- Active Living in the Community

Alberta
LEARNING

Physical Education (K-12)
2000

GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Students will:

Kindergarten [DK–]	Grade 1 [D1–]	Grade 2 [D2–]	Grade 3 [D3–]
Safety			
DK–3 show a willingness to listen to directions and simple explanations	D1–3 show a willingness to listen to directions and simple explanations	D2–3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity	D3–3 demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity
DK–4 participate in safe warm-up and cool-down activities	D1–4 participate in safe warm-up and cool-down activities	D2–4 demonstrate and participate in safe warm-up and cool-down activities	D3–4 demonstrate and participate in safe warm-up and cool-down activities
DK–5 experience moving safely and sensitively through all environments, e.g., movement activities	D1–5 move safely and sensitively through all environments, e.g., space awareness activities	D2–5 demonstrate moving safely and sensitively in various environments, e.g., modified games	D3–5 tell about safe movement experiences in various environments, e.g., gymnastic equipment
Goal Setting/Personal Challenge			
DK-6 participate in an activity with a group goal, e.g., walk a predetermined distance	D1-6 participate in an activity with a group goal, e.g., walk a predetermined distance	D2-6 practice setting a short-term goal related to positive effort to participate in a physical activity	D3-6 set and achieve a short-term goal to increase effort and participation in one area of physical activity
DK-7 make choices to be involved in a variety of movement experiences	D1-7 try a challenging movement experience based on personal abilities	D2-7 identify ways to change an activity to make it a challenge based on personal abilities	D3-7 identify ways to change an activity to make it a challenge based on personal abilities

Physical Education (K-12) 2000

GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Grade 4 [D4–]	Grade 5 [D5–]	Grade 6 [D6–]
Students will:		
Safety		
D4–3 follow rules, routines and procedures for safety in a variety of activities	D5–3 identify and follow rules, routines and procedures for safety in a variety of activities	D6–3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions
D4–4 participate in, and identify the benefits of safe warm-up and cool-down activities	D5–4 participate in, and identify the benefits of, safe warm-up and cool-down activities	D6–4 participate in, and demonstrate the benefits of, safe warm-up and cool-down activities
D4–5 describe how to move safely in various environments, e.g., skating rink	D5–5 identify safe practices that promote an active, healthy lifestyle, e.g., water safety	D6–5 select simple, safe practices that promote an active, healthy lifestyle, e.g., rules of the road for cycling, inline skating
Goal Setting/Personal Challenge		
D4-6 set and achieve a long-term goal to increase effort and participation in one area of physical activity	D5-6 set long-term goals to improve personal performance based on interests and abilities	D6-6 set and modify goals to improve personal performance based on interests and abilities
D4-7 demonstrate different ways to achieve an activity goal that is personally challenging	D5-7 demonstrate different ways to achieve an activity goal that is personally challenging	D6-7 analyze and create different ways to achieve an activity goal that is personally challenging

Alberta
LEARNING

Physical Education (K-12)
2000

GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Students will:

Safety

Grade 7 [D7–]	Grade 8 [D8–]	Grade 9 [D9–]
D7–3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities in all dimensions	D8–3 select and apply rules, routines and procedures for safety in a variety of activities	D9–3 select and apply rules, routines and procedures for safety in a variety of activities from all movement dimensions
D7–4 explain the benefits of, and demonstrate safe, warm-up and cool-down activities	D8–4 design and perform warm-up and cool-down activities	D9–4 analyze, design and perform warm-up and cool-down activities
D7–5 recommend safe movement experiences that promote an active, healthy lifestyle, e.g., protective equipment for in-line skating, ball hockey	D8–5 appraise or judge movement experiences for safety that promote an active, healthy lifestyle, e.g., safe use of equipment	D9–5 design safe movement experiences that promote an active, healthy lifestyle, e.g., student created games

Goal Setting/Personal Challenge

Grade 7 [D7–]	Grade 8 [D8–]	Grade 9 [D9–]
D7-6 record and analyze personal goals based on interests and abilities	D8-6 monitor, revise and refine personal goals based on interests and abilities	D9-6 determine and articulate challenging personal and team goals based on interests and abilities
D7-7 evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging	D8-7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group	D9-7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group

Alberta
LEARNING

Physical Education (K-12)
2000

GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Physical Education 10	Physical Education 20	Physical Education 30
Students will:		
Safety		
D10–3 select and apply rules, routines and procedures of safety in a variety of activities	D20–3 develop and apply safety standards and rules in a variety of activities	D30–3 develop and apply safety standards and rules in a variety of activities
D10–4 analyze, design and assess warm-up and cool-down activities	D20–4 analyze, design and assess warm-up and cool-down activities	D30–4 analyze, design and assess warm-up and cool-down activities
D10–5 define and understand first aid principles and survival skills, including cardiopulmonary resuscitation (CPR), as they relate to physical activity, e.g., aquatics; and, demonstrate responsibility for actions taken to address immediate and potential hazards that might affect self and others	D20–5 demonstrate first aid principles and survival skills as they relate to physical activity, e.g., camping; and, identify and analyze potential hazards that might affect self and others	D30–5 apply the use of first aid principles and survival skills as they relate to physical activity, e.g., athletic training; and, recommend actions that will minimize potential hazards to self and others
Goal Setting/Personal Challenge		
D10-6 analyze current physical activity lifestyles and establish personally challenging goals to maintain participation for life	D20-6 determine short- and long-term activity goals and a timeline for their attainment that will continue to provide personal challenges	D30-6 evaluate and revise short- and long-term activity goals that will continue to provide personal challenges
D10-7 N/A	D20-7 N/A	D30-7 N/A

APPENDIX E

Safety in Activity Rooms

(non-gymnasiums used for interschool practice, e.g., concourse, church hall, empty classroom, school basement)

The following is recommended to optimize safety when using an activity room for physical education instruction:

1) An activity room is best suited for activities that have a controlled amount of movement, e.g., aerobics, mat work, fitness stations, skipping, wrestling, dance, bean bag activities, chair activities, etc. Avoid throwing balls for distance, dodgeball-type games and games which are "action-packed" and go end to end, e.g., tag, soccer, floor hockey.

2) In game activities, implement "no body contact" rule.

3) Limit the number of active participants in any activity area at one time, based on the size of the area, risk level of the activity and maturity of the participants.

4) If the activity room is in an open area, student traffic should go around, not through, the class.

5) Structure activity to provide well-organized participation.

6) Caution students not to throw objects at the ceiling, thereby knocking down tiles, dust or lights.

7) Keep activity away from drinking fountains, stage steps, trophy cases or other hazards. Centre all activities to allow for a "safety zone" of at least one metre around the perimeter. If possible, mark area with pylons.

8) Precautions are needed to guard against doors opening into the playing area.

9) If the coach leaves the activity room during activities requiring constant visual supervision, do not allow students to be involved in an activity.

10) Ensure floor surface is conducive to activity (e.g., not slippery from water or dirt) and equipment/furniture is not in the way of activity.

APPENDIX F

Safety Check List for Gymnasium Facilities

Each school should develop a procedure for regular inspection including appropriate follow-up. Check for existing board policy/procedure. In instances where no form is available, this form could be used.

Site name: ____

Inspection date: ______________ Time: ________ Inspected by: ______________________

Inspect for:	*YES*	*NO*	*COMMENTS*
Gymnasium Space			
• free of "stored" furniture/boxes/equipment along perimeter walls and corners			
Floors			
• clean and dry			
• provides for safe foot traction			
• clear of objects which may cause tripping/slipping			
• floor sockets covered and flush with floor			
• floor plates secure in floor, hooks and plate in good condition and flush with floor			
Entrances/Exits			
• free of obstructions			
• no door knobs, protruding handles on gymnasium side of door			
• doors open away from gymnasium area			
Stairs			
• clear of obstacles			
• stair treads in good condition			
• railings secure			
• free of protruding nails, cracks or splinters			
Ceiling			
• tiles and mesh on lights secure			
Walls			
• all outlets, switches, registers and other fixtures posing an unreasonable hazard should be padded or made flush with the surface of the wall			
• free of protruding hooks and nails			
Basketball Backstop			
• backboards in good condition			
• cable and attachments from backboard to wall secure			
• rims secure and straight			
• Velcro strips on walls behind backboards in good condition			
winch not located directly below a wall-mounted backboard			

SAMPLE

Inspect for:	*YES*	*NO*	*COMMENTS*
Chinning Bars			
• secure attachment to wall			
• adjustable parts in good condition			
Peg Boards			
• secure attachment to wall			
• adjustable parts in good condition			
Folding Climbers			
• secure to wall			
• cables, pulleys, lock pins, clamps in good condition			
• dowels, parallel bars, ladders free from cracks and splinters			
Storage Room			
• floor clean and center area clear of equipment			
• equipment stored on designated shelves			
• volleyball poles secured to wall when stored (standing up to prevent falling)			
Emergency Equipment			
• first aid kit fully stocked and accessible			
• emergency phone numbers and Emergency Action Plan posted			
• access to phone/office via P.A. System			
• emergency EXIT lights/signs working			
Locker Rooms			
• shower/washroom areas clean			
• no accumulation of water			
• electrical outlets appropriate for wet environment			
• emergency EXIT lights/signs working			
• lockers and benches in good repair – no sharp edges			
Benches/Bleachers			
• top and supports free from cracks and splinters			
• bolts and screws secure			
Fire Extinguishers			
• are not excessively protruding into activity space			

SAMPLE

Comment/Follow-Up Action:

APPENDIX F

Safety Check List for Gymnasium Equipment

Each school should develop a procedure for regular inspection including appropriate follow-up. Check for existing board policy/procedure. In instances where no form is available, this form could be used.

Site name: ______________________________

Inspection date: ______________ Time: ________ Inspected by: ______________

Inspect for:

	YES	*NO*	*COMMENTS*
Bats/Rackets/Sticks/Wickets			
- implements useable, no splinters	___	___	____________
- wooden/metal bats free of cracks, with a good grip end to prevent slippage	___	___	____________
- stick blades secure to shaft	___	___	____________
Ball Carriers			
- casters working well	___	___	____________
- no sharp edges	___	___	____________
Standards/Crossbars/Pit Covers/Pit Foam			
- standards base attachments and uprights in good condition	___	___	____________
- portable pit cover free of tears	___	___	____________
- portable pit foam in good condition	___	___	____________
- crossbars taped and free of cracks/splinters	___	___	____________
Hoops			
- no cracks/bends	___	___	____________
Mats			
- covers free of tears/wearing	___	___	____________
- foam in good condition	___	___	____________
- Velcro fasteners continue to stick	___	___	____________
- mat surfaces cleaned on a regular basis	___	___	____________
- no cracks in welds	___	___	____________
Ropes & Cables			
- free of knots at ends	___	___	____________
- no visible fraying	___	___	____________
- secured to avoid interference of other activities	___	___	____________
Nets (Goal and Hanging)			
- free of exposed wires along top and frayed wires along poles	___	___	____________
- free of tears/holes	___	___	____________
- goals - welds and frames in good condition	___	___	____________

SAMPLE

APPENDIX F

Safety Check List for Outside Facilities

See also Appendix H – Safe Kids: Playground Safety Checklist

Each school should develop a procedure for regular inspection including appropriate follow-up. Check for existing board policy/procedure. In instances where no form is available, this form could be used.

Site name: ______________________________

Inspection date:________ Time:__________ Inspected By: ______________________________

Inspect for:

	YES	*NO*	*COMMENTS*
Walking & Playing Surfaces			
• asphalt areas – level and free of holes/broken asphalt	____	____	____________
• grass and dirt areas - free of holes/ruts	____	____	____________
• clear of broken glass, cans, rocks, animal feces and other foreign debris.	____	____	____________
• free of drainage problems	____	____	____________
• clear of trip hazards (exposed footings, roots or other environmental obstacles)	____	____	____________
Stairs			
• clear of obstacles	____	____	____________
• stair treads in good condition	____	____	____________
• railings secure	____	____	____________
• wooden sections free of protruding nails, cracks or splinters	____	____	____________
Wasp/Bee Nests			
• free of nests	____	____	____________
Metal Fencing			
• clips and attachments safely secure	____	____	____________
• fencing tight and secure to frame	____	____	____________
• no holes in fence or at ground level	____	____	____________
• anchors to ground stable, in good condition and safely covered	____	____	____________
• posts free of corrosion	____	____	____________
Benches/Bleachers			
• free of protruding nails, splinters, cracked or rotten wood	____	____	____________
• anchors to ground in good condition and safely covered	____	____	____________
Backstops			
• fencing, clips and attachments safely secure	____	____	____________
• fencing tight and secure to frame	____	____	____________
• no holes in fence or at ground level	____	____	____________
• anchors to ground stable, in good condition and safely covered	____	____	____________
• no debris or glass around backstop	____	____	____________
• posts corrosion free	____	____	____________

SAMPLE

Inspect for:

	YES	*NO*	*COMMENTS*
Playing Surfaces			
• playing surface clearly marked			
• no protruding sprinkler heads			
• no unsafe obstructions surrounding the field			
• sufficient distance from fences, signage, lighting standards and bleachers			
• level ground with good drainage			
• free of holes, ruts, trash, animal feces and other foreign debris			
• outfield fences of sufficient height and in good condition			
• warning tracks around outfield fences			
• no obstacles in the outfield			
• end zone and yardage markers are properly placed and fastened (pylons)			
Goals			
• framework free from protruding hooks			
• anchors to ground stable, in good condition and safely covered			
• posts corrosion free			
• when appropriate, goalpost padding is securely fastened on goalpost assembly			
Backboards			
• backboards in good condition			
• rims secure and straight			
• pole anchors stable, in good condition & safely covered			
• poles free of corrosion			
Potential Hazards on School Yard			
• trees, exposed roots, posts, streams and other environmental hazards			
• hazards identified to all staff and students			
• warning signs and barriers where needed			
• rules for safe play around hazards is communicated to all students			
Other			
•			
•			

SAMPLE

Comment/Follow-Up Action: ______________________________

____

APPENDIX G

Sample Accident/Injury Reporting Form

The information collected below will be used for the purposes of attaining particulars about the accident/injury. All of the information collected will be protected and used in compliance with the Freedom of Information and Protection of Privacy (FOIPP) Act.

Name of Individual Completing this Form: ________________________ Phone: ______________

Name of Injured: ____
School: ____
Date Form Completed: __________ Personal Health # (optional): ______________________
Student I.D. #: ______________________________________ Sex: ______________
Age: _____ Grade: _____ Date: __________________ Time: ______________________
Location of Accident/Injury: ____

Indicate the one (or more) most appropriate statement(s) from each of the following sections (with an 'x'):

1. Body Region(s) Injured:

If applicable, please indicate:
☐ Right
or
☐ Left

☐ Head
☐ Face
☐ Nose
☐ Eye
☐ Ear
☐ Teeth
☐ Other: ______________________

☐ Neck
☐ Shoulder
☐ Upper Arm
☐ Elbow
☐ Forearm
☐ Wrist

☐ Hand
☐ Finger
☐ Chest
☐ Abdomen
☐ Back
☐ Buttocks

☐ Groin
☐ Thigh
☐ Knee
☐ Lower Leg
☐ Ankle
☐ Foot

Please provide specific relevant details of the injury: ____
____

2. Type of Injury:

☐ Abrasion/Scrape
☐ Burn
☐ Bone Bruise – swelling and/or discoloration of bony area
☐ Concussion – temporary loss of orientation or unconsciousness
☐ Discoloration/separation – deformity of a joint
☐ Fracture
☐ Laceration/incision/puncture – an open wound
☐ Muscle strain (pull or tear) – due to use rather than blow
☐ Nose bleed
☐ Sprain – twisting or moving of a joint beyond normal range
☐ Teeth – loosened or broken
☐ Other: ______________

3. ***Facility Area:***

☐ Gymnasium
☐ Playing Field/Tarmac
☐ Hallway/Stairway
☐ Pool
☐ Rink
☐ Locker Room/Shower
☐ In transit to or from School
☐ Other: ____________________

4. ***Probable Direct Cause:***

☐ Accidental collision between participants
☐ Blow delivered by an object, e.g., ball, bat
☐ Body contact (not considered a collision) in the normal course of an activity
☐ Carelessness on part of pupil
☐ Fall/trip not due to an observed external factor
☐ Fall or loss of balance where apparatus is concerned
☐ No clear or apparent cause
☐ Obstruction on playing area (object or spectator)
☐ Strain or overexertion
☐ Other: ________________________________

Briefly describe the incident: ____

____

____

5. ***Disposition of Injured:***

☐ Returned to event/activity
☐ Recommended to stop participation

6. ***Mode of transport:***

☐ Ambulance
☐ Team Transport
☐ Other: ________
☐ Not Applicable

SAMPLE

7. ***First Aid treatments:***

☐ I.C.E.
☐ Airway management/AR/CPR
☐ Immobilization
☐ Wound management
☐ Splint/Tape/Tensor
☐ Sling
☐ Crutches
☐ Stretching
☐ Counseling
☐ Other: ________________________________

8. ***Name of attendant:/caregiver*** ____

Signature: ____ ***Date:*** ____________________________

☐ Physician
☐ Certified First Aider
☐ Sports Therapist
☐ Trainer
☐ Other: ______________

NOTE: No teacher or school staff shall give consent to a doctor for medical treatment of a student.

9. ***Follow up treatment:***

☐ Hospital
☐ Family Physician
☐ Other: ________________________________
☐ None

10. ***Home Instructions:*** ____

NOTE: No teacher or school staff shall give consent to a doctor for medical treatment of a student.

APPENDIX H

Playground Safety Resources

In Canada, no single agency is responsible for the regulation of playground safety. For up to date information regarding Canadian Standards for Children's Playspaces and Equipment, call the Canadian Standards Association (1-800-463-6727). Many municipalities have their own local guidelines, and the best source for this information is your local Parks and Recreation Department. The Canadian Parks and Recreation Association – National Playground Safety Committee, coordinates a national strategy for playground safety.

Canadian Intramural Recreation Association
740 – B, rue Belfast Rd.
Ottawa, ON
K1G 0Z5
Phone: (613) 244-1594
Fax: (613) 244-4738

- ☐ CIRA's Playground Leadership Handbook

Canadian Parks and Recreation Association
404 - 2197 Riverside Drive
Ottawa, ON
K1H 7X3
Phone: (613) 523 5315
Fax: (613) 523 1182 Email: cpra@cpra.ca
Website: www.cpra.ca
Resource:

- ☐ Canadian Playground Safety Institute

Canadian Standards Association
5060 Spectrum Way
Mississauga, Ontario
L4W 5N6
Phone: (416) 747-4000 or Toll Free 1-800-463-6727
Fax: (416) 747-2473
Website: www.csa.ca
Resources:

- ☐ CAN/CSA Z-614 A Standard for Children's Playspaces and Equipment
- ☐ Child's Play Video and Guide

Health Canada
Web site: www.hc-sc.gc.ca
Resources:

- ☐ For the Safety of Canadian Children and Youth: From Injury Data to Preventive Measures
- ☐ A variety of playground resources

SAFEKIDS Canada
180 Dundas Street West, Suite 1300
Toronto, ON
M5G 1Z8
Phone: 1-888-SAFETIPS (723-3847) or call (416) 813-6766
Fax: (416) 813-4986
Website: www.safekidscanada.ca
Resources:

- ☐ "Child's Play" Video in conjunction with CSA
- ☐ A variety of playground resources

Ontario Parks Association
627 Main St. E., Suite L03
Hamilton, ON
L8M 1J5
Phone: (905) 524-3535
Fax: (905) 524 3883
E-mail Address: opa@opassoc.on.ca
Website: www.opassoc.on.ca
Resources:

- ☐ "It's Time To Stop Playing Around - Providing Safer Public Playgrounds" Video
- ☐ Ontario Playground Academy Workshop

KIDSAFE Connection, Calgary Health Region
Alberta Children's Hospital
1820 Richmond Road SW
Calgary, AB
T2T 5C7
Phone: (403) 943-2922
Fax: (403) 943-7533
Website: www.calgaryhealthregion.ca/hecomm/programs/IPC/cipc.htm
Resources:

- ☐ A Playground Project Manual for Volunteer Groups

KIDSAFE Connection, Capital Health Region
Stollery Children's Hospital
4H2.02 WMC
8440-112 Street
Edmonton, AB
T6G 2B7
Phone: (780) 407-7250
Fax: (780) 407-6472
Website: www.cha.ab.ca/yourhealth/hospitals/stollerychildren's

Sample Transportation Policy and Forms

Volunteer Driver Authorization

The personal information requested on this form is being collected pursuant to the *Freedom of Information and Protection of Privacy Act (FOIPP)*, Section 32(c). The information will be used to make a determination regarding the authorization of volunteer drivers.

School name: ______________________________________ School year: _______________________

Declaration of Volunteer Driver

I acknowledge that if according to my most current driver's abstract I have six demerit points or more, I cannot become a volunteer driver. A copy of my insurance and passenger endorsement rider must be attached in order to receive approval.

I understand that in case of an insurance claim (i.e., third party damage and/or personal injury) **my personal automobile liability insurance applies before the School Board's insurance** as described below.

Additional automobile liability insurance protection is provided under the School District's comprehensive general liability insurance policy for authorized volunteer drivers transporting students in privately-owned vehicles on an approved school activity or function. This insurance is only for an **amount in excess of the limit of liability provided by the vehicle owner's liability insurance policy**.

Damage to any vehicle, including the owner's, is the responsibility of the volunteer driver.

SAMPLE

I Declare:

- That I have a minimum of five years driving experience.
- That to the best of my knowledge the vehicle used to transport students is in properoperating condition.

By submitting this application to become a volunteer driver for the School Board, I agree:

a) To abide by the requirements of all applicable laws at all times while I am engaged in volunteer driving.
b) To possess the proper class of license for the type and seating capacity of the vehicle that I will be operating.
c) To provide to the school principal a written report of all accidents (whether or not occurring while I am volunteer driving), which will increase the number of demerit points against my license. I also agree to report to the school principal any suspensions of my license or change in my insurance status, which may occur after the date of this declaration.
d) To limit the number of passengers to the number of seat belts which are usable and to comply with the directions of teachers or agents of the School Board.

e) To undertake to maintain at all times, insurance in an amount of not less than $1,000,000 in respect of liability or injury or death of any students who are passengers in my vehicle while I am volunteer driving, and I have advised my own insurance company before undertaking to transport students.

Has your driver's license been suspended in the last three years? Yes ___ No ___
If yes, please provide date of reinstatement: ______________________________

Have you been involved in any accidents as a driver during the last three years? Yes ___ No ___
If yes, please provide details: ______________________________
____

Have you been convicted of an offense under the Highway Traffic Act, the Motor Vehicle Administration Act, or for any motor vehicle-related offence under the Criminal Code during the last three years? Yes ___ No ___
If yes, please provide details: ______________________________
____

I hereby declare that I have read and understand the information contained on this form.

______________________ ______________________ ____________
Volunteer Driver's Signature Vehicle Owner's Signature Date

Authorization to Release Driver's Abstract

SAMPLE

Driver's Name (in full) ______________________ Date of Birth ____________
Driver's Address ______________________ City ____________
Postal Code ____________ Home Phone ____________ Business Phone ____________
Driver's License # ______________ Activity ________ Expiry Date ____________
Volunteer Staff _______ Volunteer Parent _______ Vehicle Seating Capacity not counting the driver: _______
Type of Vehicle used ____________ Make ______________ Model ____________
Name of Company you are insured with ______________________________
Company Policy # ______________________ Expiry Date ____________

I, the undersigned, authorize release of my Driver's Abstract to the School Board and/or its Insurance Agents.

______________________________ ____________
Volunteer Driver's Signature Date

FOR OFFICE USE ONLY

I accept the above named individual as an authorized volunteer driver for the _________ school year for the purpose of ______________________________

Signature of Principal/Designate: ______________________ Date: ____________

Division Field Trip Form

Authorization for Division Field Trips

School ______________________________
Teacher(s) ______________________________
Curricular Focus of Trip ______________________________

Date of Departure:	____________	____________	____________
	Month	Day	Year
Date of Return:	____________	____________	____________
	Month	Day	Year

	Destination(s)	Contact Person(s)	Phone No(s).
1.	____________	____________	____________
2.	____________	____________	____________

Grade(s) ____________

Number of students ______
Number of teachers ______
Number of adult supervisors ______

- ☐ Provisions for students not attending have been made: Yes _____ Not applicable _____
- ☐ Method of transportation ______________________________
- ☐ Schedule of trip (include as part of attached itinerary)
- ☐ Anticipated cost of trip to each student ______________________________
- ☐ Are all, or a portion of costs being subsidized? Yes _____ No _____
- ☐ Accommodation ______________________________
- ☐ Male & female supervision provided: Yes _____ No _____

SAMPLE

For In-City And Out-Of-City (In Province) Field Trips

Signature of Principal to authorize the field trip: ______________________________

Date: ____________________

For Out-Of-Province In-Canada and Out-Of-Country Field Trips

Approval of School Operations Services: ______________________________

Date: ____________________

APPENDIX J

Sample Outdoor Education Trip Route Card

A completed Route Card should be left with the school or other supervising body. It should also include emergency contacts along with an established response system protocol.

ROUTE CARD

Name of trip or destination:

Location of trip: ** (detailed)

Dates of trip____________ Day one start time:____________ Final Day End Time: ____________

En Route Locations:	Grid (Map) Bearing	Estimated Arrival Date and Time at this location	Estimated Departure Date and Time at this Location

SAMPLE

Alternative plans: describe alternatives in case of inclement weather, or circumstances beyond your control.

Key Contact Names and Contact Information: (List phone number(s), cell number(s), radio contact times/frequencies, and best time to contact).

NOTE: Attach a photocopy of relevant maps with the route(s) highlighted, and

- ☐ **Indicate which portions of the route are driven, hiked, biked, etc.**
- ☐ **Indicate overnight locations and dates.**
- ☐ **Attach photocopies of trail or route descriptions if they are available.**

APPENDIX K

Outdoor Education Trip Resources

The following are useful resources for teachers to use when planning to take students on trips, e.g., hiking, backpacking, camping, canoeing, kayaking.

Bechdel, L. & Ray, S. (1997) *River rescue: A manual for whitewater safety (3rd. Ed.).* Boston, Massachusetts: Appalachian Mountain Club Books.

Bennett, J. (1996). *The complete whitewater rafter*. Camden, Maine: Ragged Mountain Press.

Berger, K. (1997). *Everyday wisdom: 1001 expert tips for hikers.* Seattle, WA: The Mountaineers.

Cameron, W. (2000). *Mountain bike! Canadian Rockies: A guide to the classic trails (2nd ed.).* Birmingham, Alabama: Menasha Ridge Press.

Daffern, G. (1996). *Kananaskis country trail guide (3rd ed. Vol. 1).* Calgary, Alberta: Rocky Mountain Books.

Daffern, G. (1997). *Kananaskis country trail guide (3rd ed. Vol. 2).* Calgary, Alberta: Rocky Mountain Books.

Dunn, J. M. (1996). *Winterwise: A backpacker's guide.* Lake George, NY: Adirondack Mountain Club, Inc..

Eastcott, D. (1999). *Backcountry biking in the Canadian Rockies.* Calgary, Alberta: Rocky Mountain Books.

Fyffe, A. & Peter, I. (1997). *The handbook of climbing* (Rev. Ed.). London, England: Pelham Books.

Gadd, B. (1995). *Handbook of the Canadian Rockies (2nd ed.).* Jasper, Alberta: Corax Press.

Gignac, W. & Rudolph, J. (1998). *The complete canoe trip planner.* Ancaster, Ontario: Magnetic North Wilderness Adventures.

Gorman, S. (1999). *Winter camping (2nd ed.).* Boston, MA: Appalachian Mountain Club Books.

Howe, S,, Kesselheim, A., Coello, D. & Harlin, J. (1997). *Making camp: A complete guide for hikers, mountain bikers, paddlers & skiers.* Seattle, WA: The Mountaineers.

Johnson, L. (2000). *Basic mountain safety: From A to Z.* Canmore, AB: Altitude Publishing Canada Ltd.

Kariel, P. & Schneider, E. (1995). *Hiking Alberta's David Thompson country (2nd ed.).* Calgary, Alberta: Greenways Press.

Kochanski, M. (1987). *Bush craft: Outdoor skills and wilderness survival.* Renton, WA: Lone Pine Publishing.

Manning, H. (1986). *Backpacking: One step at a time (4th ed.).* New York, NY: Random House.

Mason, B. (1995). *Path of the paddle: An illustrated guide to the art of canoeing (Rev. ed.).* Toronto, Canada: Key Porter Books.

McClung, D. & Schaerer, P. (1993). *The avalanche handbook.* Seattle, Washington: The Mountaineers.

McKown, D. (1992). *Canoeing safety and rescue.* Calgary, Alberta: Rocky Mountain Books.

Moynier, J. (1998). *Avalanche Aware: Safe travel in avalanche terrain.* Helena, Montana: Falcon Publishing, Inc.

Nealy, W. (1992). *Mountain bike! A manual of beginning to advanced technique.* Birmingham, AL: Menasha Ridge Press.

O'Bannon, A. & Clelland, M.(2001). *Allen and Mike's really cool backpackin' book: Traveling and camping skills for a wilderness environment!* Guilford, CT: The Globe Pequot Press.

Patton, B. & Robinson, B. (2000). *The Canadian Rockies trail guide (7th ed. Rev.).* Banff, Alberta: Summerthought Ltd..

Ray, S. (1997). *Swiftwater rescue: A manual for the rescue professional.* Asheville, NC: CFS Press.

Roberts, H. & Salins, S. (Ed.). (2000) *Basic essentials: Canoe paddling* (2nd ed.). Guilforld, CT: The Globe Pequot Press.

Rutter, M. (2001*). Camping made easy: A manual for beginners with tips for the experienced (2nd ed.).* Guilford, CT: The Globe Pequot Press.

Scott, C.(1998). *Ski trails in the Canadian Rockies (Rev. ed.).* Calgary, Alberta: Rocky Mountain Books.

Steele, P. (1999). *Backcountry medical guide*, (2nd ed.) Seattle, WA: The Mountaineers.

Thomas, A. (Ed.). (2000). *Paddle Quest: Canada's best canoe routes.* Erin, Ontario: The Boston Mills Press.

Weiss, E. (1997). *A comprehensive guide to wilderness & travel medicine.* Oakland, CA: Adventure Medical Kits.

APPENDIX L

Community Resources

Physical safety is the focus of this resource, but emotional safety is of equal importance. It is imperative that students feel safe in all aspects of their school life. The following is a list of some community resources available to students dealing with emotional safety/harassment issues:

Alberta Alcohol and Drug Abuse Commission (AADAC) Library
2nd Floor, 10909 Jasper Ave.
Edmonton, AB
T5J 3M9
Ph: (780) 427-2736
www.aadac.com

Alberta Centre for Active Living
3rd Floor, 11759 Groat Road
Edmonton, AB
T5M 3K6
Ph: (780) 427-6949
www.centre4activeliving.ca

Alberta Centre for Injury Control & Research
University of Alberta, 4075 RTF,
8308 – 114 Street
Edmonton, AB
T6G 2V1
Ph: (780) 492-6019
www.med.ualberta.ca/acicr

Alberta Children's Services
10030 - 107 Street, 3rd Floor
Edmonton, Alberta
T5J 3E4
Ph: (780) 427-7272

Alberta Sport, Recreation, Parks and Wildlife Foundation
905 Standard Life Centre
10405 Jasper Ave.
Edmonton, Alberta
T5J 4R7
Phone: (780) 415-1167
www.cd.gov.ab.ca/asrpwf

Canadian Association for Advancement of Women and Sport (CAAWS)
N202-801 King Edward Ave.
Ottawa, ON
K1N 6N5
Ph: (613) 562-5667
www.caaws.ca

Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD)
403-2197 Riverside Drive
Ottawa, ON
K1H 7X3
Ph: (800) 663-8707
www.cahperd.ca

Canadian Coast Guard
Boating Safety Information
Fisheries and Oceans Canada
Ottawa, Ontario
K1A 0E6
Ph: 1-800-267-6687
www.ccg-gcc.gc.ca

Canadian Mental Health Association - Alberta Division
328 Capital Place
9707 110 St. NW
Edmonton, AB
T5K 2L9
Ph: (780) 482-6576
www.cmha.ab.ca

Canadian Parks/Recreation Association (CPRA) - Making All Recreation Safe (MARS)
Harassment Initiative
404-2197 Riverside Drive
Ottawa, ON
K1H 7X3
Ph: (613) 523-5315
www.cpra.ca

Canadian Red Cross
10258 108 St.
Edmonton, AB
T5K 1E2
Ph: (780) 423-2680
www.redcross.ca

Catholic Social Services
8815-99 Street
Edmonton, AB
T6E 3V3
Ph: (780) 432-1137
Fax: (780) 439 3154
www.catholicsocialservices.ab.ca

Public Health Library and Resource Office,
Community Care and Public Health, Capital Health Authority
#500, 10216 - 124 Street
Edmonton, AB
T5N 4A3
Ph: (780) 482-1965

Safe and Caring Schools Project
Alberta Teachers' Association
11010 – 142 Street NW
Edmonton, Alberta
T5N 2R1
Ph: (780) 447-9400/(800) 232-7208
www.teachers.ab.ca

The Sexual Assault Centre
#400, Macdonald Plaza,
9939 Jasper Avenue
Edmonton, AB
T5J 2W8
Ph: (780) 423-4102

The Support Network
#302, 11456 - Jasper Avenue
Edmonton, AB
T5K 0M1
Ph: (780) 482-4636

St. John Ambulance
10975 - 124 Street, Provincial Headquarters
Edmonton, AB
T5M 0H9
Ph: (780) 452-6161
www.sja.ca

Sport Medicine Council of Alberta
11759 Groat Road
Edmonton, AB
T5M 3K6
Phone: (780) 415-0812
www.sportmedicinecouncilofalberta.ca

Suicide Information and Education Centre
1615 - 10th Ave. S.W.
Calgary, AB
T3C 0J7
Ph: (403) 245-3900

APPENDIX M

Provincial Sport & Recreation Associations

The following are representative organizations serving in an advisory capacity to groups or individuals wishing to participate in their respective sport or activity. Each is recognized by Alberta Community Development.

Phone	*Association*
(780) 427-8792	Athletics Alberta
(403) 286-2705	Alberta Alpine
(403) 220-7911	Alberta Amateur Speed Skating Association
(780) 415-0140	Alberta Amateur Wrestling Association
(403) 762-3216	Alberta Association of YWCA's
(780) 427-6352	Alberta Bicycle Association
(780) 427-6537	Alberta Broomball Association
(780) 427-6605	Alberta Camping Association
(780) 427-8095	Alberta Curling Federation
1-888-422-8107	Alberta Dance Alliance
(780) 438-8079	Alberta Deaf Sports Association (dial 1-800-855-0511 first, then the phone #)
1-877-463-6233	Alberta Equestrian Federation
(780) 415-1775	Alberta Federation of Shooting Sports
(780) 427-9474	Alberta Fencing Association
(403) 236-4616	Alberta Golf Association
1-800-665-1010	Alberta Gymnastics Federation
(780) 422-0030	Alberta Lacrosse Association
(403) 297 2724	Alberta Orienteering Association
1-877-388-2722	Alberta Recreational Canoe Association
(780) 415-1773	Alberta Rugby
(780) 427-8169	Alberta Sailing Association
(780) 427-8182	Alberta Schools' Athletic Association
(780) 427-8581	Alberta Ski & Snowboard Association
(780) 461-7735	Alberta Amateur Softball Association
(780) 474-2200	Alberta Soccer Association
(780) 427-8588	Alberta Table Tennis Association
(780) 415-2666	Alberta Team Handball Federation
(780) 427-8616	Alberta Triathlon Association
(780) 415-1703	Alberta Volleyball Association
(403) 289-4426	Alberta Water Polo Association
(780) 427-6717	Alberta Whitewater Association

Phone	*Association*
(403) 297-2722	Badminton Alberta
(780) 427-8943	Baseball Alberta
(780) 427-9044	Basketball Alberta
(780) 422-8251	Bowling Federation of Alberta
(780) 415-1738	Cross Country Alberta
(403) 261-6228	Canadian Red Cross Society – Alberta/NWT Division
(780) 414-1247	Canadian Amateur Diving Association – Alberta Section
(403) 670-0014	Field Hockey Alberta
(780) 427-8108	Football Alberta
(403) 342-6777	Hockey Alberta
(780) 427-8379	Judo Alberta
(780) 415-1755	Lifesaving Society, Alberta and Northwest Territories Branch
(780) 492-4435	Provincial Fitness Unit
(780) 415-1750	Ringette Alberta
(780) 427-8152	Alberta Rhythmic Sportive Gymnastics Federation
(780) 415-0465	Skate Canada, Alberta-Northwest Territories/Nunavut Section
(780) 415-0812	Sport Medicine Council of Alberta
(403) 270-7344	Squash Alberta
(780) 415-1780	Swim Alberta
(780) 415-1661	Tennis Alberta
(780) 423-9601	Regional Council of YMCA's
(780) 427-8776	Yoga Association of Alberta

APPENDIX N

Universal Precautions re: Blood & Bodily Fluids

Disposable waterproof gloves (latex or vinyl) should be worn when in contact with blood, blood products, other body fluids, open wounds or sores (non-intact skin) and items or surfaces soiled with blood or other body fluids.

Mouthpieces, pocket masks, or other ventilation devices should be readily available in those settings where the need for resuscitation can be anticipated. However, the risk of infection is so slight that no one should hesitate to give mouth-to-mouth resuscitation if such equipment is not available.

Open wounds should be covered prior to competition or practice. If a bleeding injury occurs during the competition or practice, the individual must be removed from the competition until the bleeding has stopped. The wound should be cleansed with an antiseptic solution and securely covered before the individual can return. Should blood appear on the participant's uniform or equipment, which is exposed to other participants, the uniform/equipment must be either changed or cleaned before participation can resume.

Hands (and any skin surface) contaminated with blood or other body fluids should be washed thoroughly as soon as practicable. To wash hands, use plain soap and vigorously rub together all surfaces of lathered hands for at least 10 seconds. Rinse thoroughly under a stream of water. After treating an open wound or cleaning a blood stained surface, gloves should be removed and hands washed with soapy water before continuing.

Spills of blood or other body fluids and contaminated surfaces and equipment should be cleaned promptly with detergent and water, using disposable towels. The area should then be disinfected with a bleach solution and left to dry. The bleach solution should be a dilution of household chlorine bleach mixed one part bleach to nine parts water. The solution must be prepared fresh daily. When using, wear gloves to prevent skin irritation. Chemical germicides approved for use as hospital disinfectants can also be used to clean surfaces.

Linen and clothing that have been soiled with blood or other body fluids may be washed with regular laundry.

Sources: Workplace Health and Safety, Precautions for Workers Exposed to HIV, Alberta Human Resources and Employment; Alberta Colleges Athletic Association HIV Policies and Procedures; Sport Medicine Council of Alberta HIV Education Materials

Physical Education Curriculum Glossary

achievement
the demonstration of outcomes, or the progression of knowledge, skills and attitudes a student shows at a particular point in time

active living
is a way of life involving physical activity as an essential part of that lifestyle. It is characterized by the integration of physical activity into daily routines and leisure pursuits

activity-specific motor skills
movement skills specific to a particular activity, such as square dance: do-si-do; soccer: dribbling; aquatics: front crawl

alternative environment activities
activities that occur in environments outside the activity room/gymnasium such as outdoor pursuits and aquatics

application of basic skills
using basic skills in many different situations such as running in basketball, cross country or relay racing

assessment
the process of collecting information about student achievement and growth

astm
American society for testing and materials

attitude
is a feeling that can be favourable or unfavourable, positive or negative, and is typically directed toward some specific object; this association between the feeling(s) and the specific object are learned. (Source: Stiggens 1994)

authentic assessment
demonstration of the grade specific outcome in real-life situations both within and without the structured physical education program, e.g., goal setting—to achieve a health related fitness outcome; use knowledge, skills and attitudes to take part in an activity of their personal choice

basic movement skills
the building blocks (foundation) upon which other movement skills are based; they are the prerequisites to activity specific motor skills

body awareness
individual awareness of the parts of the body and how they (it) works

body image
an individual's personal perception of one's body in relation to societal norms

cardiovascular endurance
the ability of the heart and lungs to sustain activity

communication
the exchange of thoughts, messages or the like; as by speech, signals or writing, e.g., listening, speaking, nonverbal viewing. Source: CIRA Student Leadership

community and activity independence
the ability to identify, evaluate and utilize the resources within the community that facilitate active living

contact
intentional contact with the purpose of gaining advantage in the specified activity

cool-down activities
the last stage of an activity program, consisting of activities to help return the heart rate to normal and to prevent muscle soreness

creative movement process
a combination of exploring, selecting, performing and refining a variety of basic movement skills

criteria
guidelines, rules or principles by which student responses, products or performances are judged

CSA
Canadian Standards Association

developmentally appropriate practices
strategies which are used in delivering a program that are consistent with the developmental needs of the students

developmentally appropriate programs
programs that take into account differences due to age and abilities

dimension
categories by which the activities are organized to address the learner outcomes. The dimensions are: alternative environment, dance, games, types of gymnastics and individual activities

efficiency
the ability to produce a desired effect or result without waste of time, energy, etc.

effort
the active use of physical or mental power to do something

emr
emergency medical responder

emt
emergency medical technician

endurance
the ability to participate in continuous activities for your heart, lungs and circulatory system

etiquette
the formal or customary rules for conduct or behaviour

evaluate performance
the process of making judgments about student achievement based on relative criteria

evaluation
a judgment regarding the quality, value, or worth of a response, product or performance based upon established criteria

fair play
participating with integrity and respect for teammates, opponents, officials and rules

first aid principles
the sequence of events that should be followed in any emergency situation

flexibility
the ability to move your joints fully through a wide range of motion

force
the degree of effort or tension involved in a movement.

formative assessment
assessment that is ongoing

functional fitness
see personal functional fitness

hip hop dance
dance performed to hip hop music using actions suited to this musical style

general learning outcome
the knowledge and skills that students are expected to learn in a subject area upon completion of a grade (Source: Foundation for Excellence)

goal setting/personal challenge
a mechanism for helping students understand their limits and feel satisfied with their accomplishments (Source: Physical Best Activity Guide Elementary Level)

grade (mark)
level of achievement

growth
evidence of positive change in student achievement over time

health benefits
improving and acquiring the positive advantages associated with improved physical health

integrated
parts brought together into a whole

interrelated
connected

interdependent
dependent on each other

leadership
intentional, positive influence on the lives and behaviour of others (Source: CIRA Student Leadership)

lifestyles
patterns of behaviour or ways an individual typically lives

locomotor skills
basic movement skills involving movement from place to place, such as hopping, jumping, walking

managing change
developing strategies to cope with different types of positive and negative stress due to change

manipulative skills
movement skills associated with the ability to receive, project or maintain possession of an object with body parts or an implement; they may include throwing, catching, kicking, dribbling, striking

modifying task
changing the variables that affect performance and the level of participation in a physical activity

movement concepts
body awareness, space awareness, effort and relationships

muscular endurance
the ability to perform repeated muscular contractions or hold a contraction for a period of time

muscular strength
the ability to contract your muscles to overcome resistance and exert force

nonlocomotor skill
movement that is performed from a relatively stable stationary base such as stretching, balancing, turning

outcome
a goal statement specifying a student's knowledge, skills and attitudes to be developed as a result of educational experiences

performance assessment
a collection of information through activities that require students to construct a response, create a product or demonstrate a behaviour

personal functional fitness
the possession of the necessary fundamental components of fitness (endurance, strength and flexibility) to allow a learner to participate comfortably and confidently in a selected physical activity

pfd
personal flotation device (a life jacket of some type)

physical fitness
the ability of the body to respond or adapt to the demands and stress of physical effort related to health-related and skill-related physical components (Source: Fabey, Insel, Roth, 1997)

portfolio
a purposeful collection of products and criteria for making judgments, which exhibits to students and others, the student's achievement and growth in the curriculum

principles of training
the three basic principles of progression, overload and specificity, which serve to help individuals design training programs for changes and improvement in personal functional fitness

proficiency
the mastery of skills

qualities of movement
time, force, flow and relationships used in designing movement, tasks or sequences

risk taking
personal challenges as they apply to physical activity such as, moving higher, faster, farther

RLSS
Royal Life Saving Society

roles (in physical activities)
the part a performer plays during an activity ,i.e., leader, follower, captain, official.

rubric
a rating scale (with criteria) used to evaluate student outcomes

safety
creating an environment where all are safe

self-worth
an individual's personal perception of one's value or importance.

Scull
propulsion created by symmetrical outward and inward movement of legs or arms. e.g., in skating, movement of legs outward then forcefully pulling legs together simultaneously

spatial awareness
individual awareness of personal and general space, directions, pathways, levels and planes

specific learning outcome
statements of what students are expected to demonstrate, to the best of their ability, by the end of each grade

summative assessment
assessment that occurs at the end of a unit or task

supervision
the overseeing of an activity for regulation or direction. All equipment, facilities and activities have inherent risks, the more effectively they are supervised and maintained, the safer they become.

supervision – "constant visual"
the teacher is physically present and watching the specific activity in question, i.e., high jump.

supervision – "in-the-area"
the teacher could be in the gymnasium while another activity is taking place in an area nearby the gymnasium, i.e., table tennis.

supervision – "on-site"
the teacher is present but not necessarily constantly viewing one activity, i.e., fire building.

stomp dancing
a percussive dance in which choreographed foot stomping and percussive actions create a heavy, rhythmic sound pattern

team
a group of two or more people working together in an interdependent manner to achieve common goals

teamwork
the acting together of two or more people to make the work of the group successful and effective

tininkiling
a culturally rhythmic dance performed with 2 seated people holding the ends of long bamboo poles. Poles are tapped together and then apart on the ground while a dancer moves appropriately across the poles in rhythm to the poles

warm-up activities
the first stage of an activity program done to prepare the body for more sustained activity and to reduce the chance of injury

weight training
training using free weights or weight machines

well being
personal growth to maximize our potential – physically, mentally, emotionally and socially; being able to function and enjoy life, having a personal zest for living

INDEX

Accident/Injury Procedures 9
Acknowledgments 1
Appendix A – Sample Letter to Parents/Guardians 109
Appendix B – First Aid Kit Contents 112
Appendix C – Emergency Action Plan 113
Appendix D – K-12 Physical Education Program of Studies 116
Appendix E – Safety in Activity Rooms 121
Appendix F – Safety Check List for Gymnasium Facilities 122
Appendix G – Sample Accident/Injury Reporting Form 127
Appendix H – Playground Safety Resources 129
Appendix I – Sample Transportation Policy and Forms 132
Appendix J – Sample Outdoor Education Trip Route Card 135
Appendix K – Outdoor Education Trip Resources 136
Appendix L – Community Resources 137
Appendix M – Provincial Sport & Recreation Associations 139
Appendix N – Universal Precautions re: Blood & Bodily Fluids 141
Appendix O – Physical Education Curriculum Glossary 142
Aquatics 18
Archery 19
Athletics 99
Backpacking and Dayhiking 57
Badminton 20
Badminton 79
Ball Hockey, Cosom Hockey 20
Baseball 21
Basketball 21
Bench and Chair Activities 22
Benchball 21
Bordenball 21
Bowling 23
Broomball 24
Camping 59
Canoe Tripping, Flatwater/Moving Water 66
Canoeing 61
Community Resources 137
Cricket, Cricket Variations 25
Cross-Country Running 26
Cross-Country Skiing 27
Curling 29
Cycling 30
Dance, 31
Disclaimer 1
Discus 94
Diving 32
Dodgeball Games, Tag Games 33
Emergency Action Plan 113
Endball 21
Equipment/Facilities Considerations 7
Field Hockey 34
First Aid Kit Contents 112
Fitness Activities 35
Flat Water Kayaking 69
Floor hockey 36
Football Flag/Touch 37
General Procedures 55
Golf 38
Gymnastics – Beat Board 45
Gymnastics – Box Horse 46
Gymnastics – Climbers/Trestles 41
Gymnastics – Climbing Ropes 42
Gymnastics – General Procedures 39
Gymnastics – Parallel Bars, Still Rings, Balance Beam, Uneven Parallel Bars, High Bar, Floor, Pommel Horse, Vaulting 43
Handball 78
High Jump 95
Hockey 48
Horseback Riding 47
Hurdles 96
Ice Hockey 48
Initiative Tasks 49
Injury Procedure 9
In-line Skating, Skateboarding 49
Instructional Considerations 12
Intent of the Guidelines 4
Javelin 97
K-12 Physical Education Program of Studies 116
K-12 Physical Education Programs in Alberta Schools 11
Kinball 51
Lacrosse (Inter-Lacrosse) 52
Lake Swimming 71
Legal Liability and safety Considerations 5
Martial Arts (Self-Defense) 53
Netball 21
Omniball 51
Orienteering 54
Outdoor Education – Camping 59
Outdoor Education – Canoe Tripping, Flatwater/Moving Water 66
Outdoor Education – Canoeing 61
Outdoor Education – Flat Water Kayaking 69
Outdoor Education – General Procedures 55
Outdoor Education – Lake Swimming 71

Outdoor Education – Rock Climbing, Rope and Fixed Face Climbs, Rappel Towers 73
Outdoor Education – Sailing 75
Outdoor Education – Voyageur Canoeing 63
Outdoor Education – Voyageur Tripping 64
Outdoor Education – Winter Tent Camping 76
Outdoor Education Trip Resources 136
Paddleball (Court) 78
Paddleball (Net) 79
Parachute Games 77
Physical Education Curriculum Glossary 142
Pickleball 79
Playground Safety Resources 129
Pole Vault 98
Provincial Sport & Recreation Associations 139
Racquet Games (Court) – Racquetball, Paddleball, Handball, Squash 78
Racquet Games (Net) – Tennis, Badminton, Pickleball, Paddleball 79
Racquetball 78
Rhythmic Gymnastics 31
Ringette (Ice) 80
Rock Climbing, Rope and Fixed Face Climbs, Rappel Towers 73
Rugby (Non-Contact) 81
Safety Check List for Gymnasium Facilities 122
Safety in Activity Rooms 121
Sailing 75
Sample Accident/Injury Reporting Form 127
Sample Letter to Parents/Guardians 109
Sample Outdoor Education Trip Route Card 135
Sample Transportation Policy and Forms 132
Scoopball 82
Scooterboards 83
Shot Put 98
Skateboarding 49
Skating (Ice) 84
Skating (In-line) 49
Skiing (Alpine), Snowboarding 85
Skipping (Rope) 86
Snowshoeing 27
Soccer, Soccer-Baseball, Crab Soccer 87
Softball, T-ball 88
Squash 78
Student Responsibilities 11
Table Tennis 89
Tchoukball 90
Team Handball, Tchoukball 90
Tennis 79
Tetherball 91
Tobogganing 92
Track and Field – Athletics 99
Track and Field – Discus 94
Track and Field – High Jump 95
Track and Field – Hurdles 96
Track and Field – Javelin 97
Track and Field – Pole Vault 98
Track and Field – Shot Put 98
Track and Field – Triple Jump, long Jump 100
Transportation 8
Triathlon 93
Triple Jump, long Jump 100
Ultimate Frisbee 101
Universal Precautions re: Blood & Bodily Fluids 141
Volleyball, Newcombe Ball, Beach Volleyball 102
Voyageur Canoeing 63
Voyageur Tripping 64
Wall Climbing 103
Waterpolo 104
Weight Training 105
Windsurfing 106
Winter Tent Camping 76
Wrestling 107

Special thanks to the following Organizations

ALBERTA
SPORT, RECREATION
PARKS & WILDLIFE
FOUNDATION
Enhancing Alberta's Communities

Alberta Centre for
INJURY
Control & Research

SCHOOLS
COME *Alive*

SMCA
Sport Medicine Council of Alberta

HPEC
Health & Physical Education Council
The Alberta Teachers' Association

ALBERTA SCHOOLS' ATHLETIC ASSOCIATION
A·S·A·A

Alberta
HEALTH AND WELLNESS

Alberta
LEARNING

Alberta
COMMUNITY DEVELOPMENT

ALBERTA COALITION FOR SCHOOL HEALTH

KIDSAFE®
CONNECTION